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PART III.

CHAPTER I.

DOCUMENTS ILLUSTRATIVE OF AMERICAN EDUCATIONAL HISTORY.

Compiled and annotated by B. A. HINSDALE, Ph. D., LL. D., Professor of the Science and the Art of Teaching in the University of Michigan.

CONTENTS.—*Introductory remarks—I. Massachusetts legislation—II. Plymouth legislation—III. Connecticut legislation—IV. The common-school fund of Connecticut—V. Pennsylvania legislation—VI. Congressional land grants for common schools and universities—VII. Congressional grants of land and money for colleges of agriculture and the mechanic arts, 1862–1890—VIII. The Bureau of Education—IX. Early views and plans relating to a national university—X. Provisions of the State constitutions relating to education.*

INTRODUCTORY REMARKS.

Documents are the basis of history. Dr. E. A. Freeman has very justly remarked "that the most ingenious and eloquent of modern historical discourses can after all be nothing more than a comment on a text." Even teachers who do not primarily deal with original materials find it necessary constantly to resort to such materials for the illustration and enforcement of historic truth, and often for its discovery.

No sooner had the compiler of this chapter begun to teach, or even to study, American educational history, than he was embarrassed by the lack of suitable documents with which to carry on his work properly. For reasons that are only too obvious, the memorials of education are less accessible than the memorials of war and politics. The limited number of documents here brought together were found scattered through many volumes, even counting the older collections that have been consulted. This collection originated, therefore, in the practical needs of the compiler's own study and lecture room. As measured by a compilation that might be made, it is meager indeed; but it is believed that students and teachers of the subject, also journalists, statesmen, and many others will find it a useful repository of materials.

While the sources from which the documents were immediately drawn are given in the pages following, it is proper to express obligations to Dr. Barnard, Dr. Wickersham, Dr. Goode, and Mr. Poore. Dr. F. B. Hough's compilation, 'Constitutional Provisions Relating to Education, Literature, and Science in the Several States of the American Union, etc., published by the Bureau as a Circular of Information, No. VII, 1875, has been very helpful. It has not been thought desirable, however, to include all of the material contained in that circular in this chapter. Still all the constitutional provisions relating to the subject ever adopted down to date will here be found. Such of Dr. Hough's notes as have been retained are marked "H." It is proper also to remark that the compiler has made free use of a previous compilation of his own—Topics in the Educational History of the United States—printed for private circulation.

I. MASSACHUSETTS LEGISLATION, 1636-1789.

1. HARVARD COLLEGE: *Grant of 1636, grant of 1637, grant of 1638-39, grant of 1640; remarks by President Quincy; act establishing the overseers of Harvard College, 1642; character of the president and fellows of Harvard College, 1650; appendix to charter, 1657; final resolve of the provincial legislature declaring the charter of 1650 not repealed, 1707; provisions of the charter of Massachusetts Bay relating to schools and colleges, 1691.*
2. COMMON SCHOOLS: *Ordinance of 1642; ordinance of 1647; quotation from Lord Macaulay; declaration of the general court, 1652; order of the general court, 1654; order by the general court 1671; order of the general court 1683; act of 1789; quotations from Dr. George B. Emerson, John Adams, and President Dwight.*

All the legislation in relation to Harvard College down to 1780 is here brought together in chronological order. All other school legislation enacted by the general court down to 1683, or at least all that I have found, is also given. By that time the common-school system was legislatively well developed, and it was not thereafter practically changed until the act of 1789, which was based on the constitution of 1780. The educational provisions of the colonial charter of 1691 are also given, for a reason that will appear in the accompanying annotation.

1. HARVARD COLLEGE.

GRANTS OF THE GENERAL COURT.

[At a court, holden September 8, 1636, and continued by adjournment to the 28th of the 8th month (October, 1636).]

The court agreed to give £400 toward a school or college, whereof £200 to be paid next year and £200 when the work is finished, and the next court to appoint where and what building.[1]

[At a general court, holden at Newtown, on the 2d of the 9th month (November 2), 1637.]

The college ordered to be at Newtown.[2]

For the college, the governor, Mr. Winthrop, the deputy, Mr. Dudley, the treasurer. Mr. Bellingham, Mr. Humphrey, Mr. Herlakenden, Mr. Stoughten, Mr. Cotton,

[1] Mass. Coll. Records, Vol. 1, p. 183. [2] Ibid., p. 208.

Mr. Wilson, Mr. Davenport, Mr. Welde, Mr. Shepard, and Mr. Peters; these, or the greater part of them, whereof Mr. Winthrop, Mr. Dudley, or Mr. Bellingham to be always one, to take order for a college at Newtown.[1]

[At a court, holden the 13th of the 1st month (March), 1638-39.]

It is ordered, that the college agreed upon formerly to be built at Cambridge shall be called Harvard College.[2]

[At a court, holden the 7th day of the 8th month (October), 1640.]

The ferry between Boston and Charlestown is granted to the college.[3]

Concerning the change of the name of Newtown to Cambridge and the naming of the college President Quincy writes:

The name of the town was soon after changed to Cambridge, a grateful tribute to the transatlantic literary parent of many of the first emigrants and indicative of the high destiny to which they intended the institution should aspire.

In the year 1638, while they were only contemplating its commencement, John Harvard, a dissenting clergyman of England, resident at Charlestown, died, and bequeathed one-half of his whole property and his entire library to the institution. An instance of benevolence thus striking and timely, proceeding from one who had been scarcely a year in the country, was accepted by our fathers as an omen of Divine favor. With prayer and thanksgiving they immediately commenced the seminary, and conferred upon it the name of Harvard.[4]

THE ACT ESTABLISHING THE OVERSEERS OF HARVARD COLLEGE.

[At a general court, held in Boston in the year 1642.]

Whereas through the good hand of God upon us there is a college founded in Cambridge, in the county of Middlesex, called Harvard College, for the encouragement whereof this court has given the sum of four hundred pounds, and also the revenue of the ferry betwixt Charlestown and Boston, and that the well ordering and managing of the said college is of great concernment:

It is therefore ordered by this court, and the authority thereof, That the governor and deputy governor for the time being, and all the magistrates of this jurisdiction, together with the teaching elders of the six next adjoining towns, viz, Cambridge, Watertown, Charlestown, Boston, Roxbury, and Dorchester, and the president of the said college for the time being, shall, from time to time, have full power and authority to make and establish all such orders, statutes, and constitutions as they shall see necessary for the instituting, guiding, and furthering of the said college, and the several members thereof, from time to time, in piety, morality, and learning; as also to dispose, order, and manage, to the use and behoof of the said college and the members thereof, all gifts, legacies, bequeaths, revenues, lands, and donations, as either have been, are, or shall be, conferred, bestowed, or any ways shall fall or come to the said college.

And whereas it may come to pass that many of the said magistrates and said elders may be absent, or otherwise employed about other weighty affairs, when the said college may need their present help and counsel;

It is therefore ordered, That the greater number of said magistrates and elders which shall be present, with the president, shall have the power of the whole: *Provided,* That if any constitution, order, or orders by them made shall be found hurtful to the said college, or the members thereof, or to the weal public, then, upon appeal of the party or parties grieved unto the company of overseers first

[1] Mass. Coll. Records, Vol. I, p. 217.
[2] Ibid., p. 253.
[3] Ibid., p. 304.
[4] History of Harvard University, Vol. I, p. 9.

mentioned, they shall repeal the said order or orders, if they shall see cause, at their next meeting, or stand accountable thereof to the next general court.[1]

CHARTER OF THE PRESIDENT AND FELLOWS OF HARVARD COLLEGE.

[Under the seal of the colony of Massachusetts Bay, and bearing date May 3, A. D. 1650.]

Whereas through the good hand of God many well-devoted persons have been, and daily are, moved and stirred up to give and bestow sundry gifts, legacies, lands, and revenues for the advancement of all good literature, arts, and sciences in Harvard College, in Cambridge, in the county of Middlesex, and to the maintenance of the president and fellows, and for all accommodations of buildings, and all other necessary provisions that may conduce to the education of the English and Indian youth of this country in knowledge and godliness:

It is therefore ordered and enacted by this court, and the authority thereof, That for the furthering of the good work, and for the purposes aforesaid from henceforth, that the said college in Cambridge, in Middlesex, in New England, shall be a corporation, consisting of seven persons, to wit, a president, five fellows, and a treasurer or bursar; and that Henry Dunster shall be the first president; Samuel Mather, Samuel Danforth, masters of art; Jonathan Mitchell, Comfort Starr, and Samuel Eaton, bachelors of art, shall be the five fellows; and Thomas Danforth to be present treasurer, all of whom being inhabitants in the bay, and shall be the first seven persons of which the said corporation shall consist; and that the said seven persons, or the greater number of them, procuring the presence of the overseers of the college, and by their counsel and consent, shall have power, and are hereby authorized, at any time or times, to elect a new president, fellows, or treasurer, so oft, and from time to time, as any of the said persons shall die or be removed; which said president and fellows, for the time being, shall forever hereafter, in name and fact, be one body politic and corporate in law, to all intents and purposes; and shall have perpetual succession; and shall be called by the name of President and Fellows of Harvard College, and shall, from time to time, be eligible as aforesaid, and by that name they, and their successors, shall and may purchase and acquire to themselves, or take and receive upon free gift and donation, any lands, tenements, or hereditaments within this jurisdiction of the Massachusetts, not exceeding five hundred pounds per annum, and any goods and sums of money whatsoever, to the use and behoof of the said president, fellows, and scholars of the said college; and also may sue and plead, or be sued and impleaded by the name aforesaid in all courts and places of judicature within the jurisdiction aforesaid.

And that the said president, with any three of the fellows, shall have power, and are hereby authorized, when they shall think fit, to make and appoint a common seal for the use of the said corporation. And the president and fellows, or major part of them, from time to time, may meet and choose such officers and servants for the college, and make such allowance to them, and them also to remove, and after death or removal to choose such others, and to make, from time to time, such orders and by-laws for the better ordering and carrying on the work of the college as they shall think fit; provided, the said orders be allowed by the overseers. And also, that the president and fellows, or any major part of them, with the treasurer, shall have power to make conclusive bargains for lands and tenements to be purchased by the said corporation for valuable consideration.

And for the better ordering of the government of the said college and corporation—

Be it enacted by the authority aforesaid, That the president and three more of the fellows shall and may, from time to time, upon due warning or notice given by the president to the rest, hold a meeting for the debating and concluding of affairs concerning the profits and revenues of any lands and disposing of their goods (provided that all the said disposings be according to the wills of the donors), and for direc-

[1] Mass. Coll. Records, Vol. II, p. 30.

tion in all emergent occasions, execution of all orders and by-laws, and for the procuring of a general meeting of all the overseers and society in great and difficult cases, and in cases of nonagreement; in all which cases aforesaid the conclusion shall be made by the major part (the said president having a casting voice), the overseers consenting thereto, and that all the aforesaid transactions shall tend to and for the use and behoof of the president, fellows, scholars, and officers of the said college, and for all accommodations of buildings, books, and all other necessary provisions and furnitures as may be for the advancement and education of youth in all manner of good literature, arts, and sciences.

And further be it ordered by this court and the authority thereof, That all the lands, tenements, hereditaments, houses, or revenues, within this jurisdiction, to the aforesaid president or college appertaining, not exceeding the value of five hundred pounds per annum, shall from henceforth be freed from all civil impositions, taxes and rates; all goods to the said corporation, or to any scholars thereof appertaining shall be exempted from all manner of toll, customs, and excise whatsoever. And that the said president, fellows, and scholars, together with the servants and other necessary officers to the said president or college appertaining, not exceeding ten, viz, three to the president and seven to the college belonging, shall be exempted from all personal civil offices, military exercises or services, watchings, and wardings; and such of their estates, not exceeding one hundred pounds a man, shall be free from all county taxes or rates whatsoever, and no other.

In witness thereof the court hath caused the seal of the colony to be hereunto affixed.

Dated the one and thirtieth day of the third month called May, anno 1650.

[L. S.] THOMAS DUDLEY, *Governor.*[1]

[An appendix to the college charter, granted by an act of the general court of the colony, passed anno 1657.]

At a general court, held at Boston the 14th of October, 1657.

In answer to certain proposals presented to this court by the overseers of Harvard College as an appendix to the college charter, it is ordered, The corporation shall have power, from time to time, to make such orders and by-laws for the better ordering and carrying on of the work of the college as they shall see cause, without dependence upon the consent of the overseers foregoing: *Provided always,* That the corporation shall be responsible unto, and those orders and by-laws shall be alterable by, the overseers according to their discretion.

And when the corporation shall hold a meeting for agreeing with college servants; for making of orders and by-laws; for debating and concluding of affairs concerning the profits and revenues of any lands or gifts and the disposing thereof (provided that all the said disposals be according to the wills of the donors); for managing of all emergent occasions; for the procuring of a general meeting of the overseers and society in great and difficult cases and in case of nonagreement; and to all other college affairs to them pertaining—in all these cases the conclusion shall be valid, being made by the major part of the corporation, the president having a casting vote: *Provided always,* That in these things also they be responsible to the overseers as aforesaid.

And in case the corporation shall see cause to call a meeting of the overseers, or the overseers shall think good to meet of themselves, it shall be sufficient unto the validity of college acts that notice be given to the overseers in the six towns mentioned in the printed law anno 1642, when the rest of the overseers, by reason of the remoteness of their inhabitants, can not conveniently be acquainted therewith.[2]

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[1] Mass. Coll. Records, Vol. III, pp. 195, 196.

[2] Records of the general court, Vol. IV, p. 265.

[Final resolve of the provincial legislature, declaring the college charter of 1650 not repealed, and directing the president and fellows of the college to exercise the powers granted by it.]

Anno Regni Annæ Reginæ Sexto.

At a great or general court or assembly for Her Majesty's province of the Massachusetts Bay, in New England, begun and held at Boston, upon Wednesday, the twenty-eighth of May, 1707, and continued by several prorogations unto Wednesday, the twenty-ninth of October following, being the third session.

In council, Thursday, December 4, 1707.

The governor and council, having accepted and approved the choice made by the fellows of Harvard College, in Cambridge, of Mr. John Leverett to be present president of the said college, to fill up that vacancy—

Propose that the house of representatives consider of and grant a suitable salary to be paid to the said president annually out of the public treasury, for his encouragement and support during his continuance in said office, residing at Cambridge, and discharging the proper duties to a president belonging, and entirely devoting himself to that service.

And inasmuch as the first foundation and establishment of that house and the government thereof hath its original from an act of the general court, made and passed in the year one thousand six hundred and fifty, which has not been repealed or nulled;

The president and fellows of the said college are directed from time to time to regulate themselves according to the rules of the constitution by the said act prescribed, and to exercise the powers and authority thereby granted for the government of that house and support thereof.

Voted.

Sent down for concurrence.

ISA. ADDINGTON, *Secretary.*

In the house of representatives, December 5, 1707. Read, and concurred, and voted, that the sum for salary be one hundred and fifty pounds.

JOHN BURRILL, *Speaker.*

Agreed to in the council, December 6, 1707.

ISA. ADDINGTON, *Secretary.*

Consented to.

J. DUDLEY.[1]

The following provisions, found in the provincial charter of Massachusetts Bay, bearing date October 7, 1691, were inserted, it is supposed, in the interest of Harvard College. Their insertion in that document is a striking proof of the position that the college then held in the life of the colony. Increase Mather, who was president of Harvard at the time, according to President Quincy, was chiefly instrumental in procuring the new charter, and in persuading the people of the colony to accept it.[2]

These provisions are believed to be the only mention of schools, colleges, education, or learning in the royal charters constituting or recognizing the American colonies. The antique spelling is preserved:

Provided nevertheless and Wee doe for Vs Our Heires and Successors Grant and ordeyne that all and every such Lands Tenements and Hereditaments and all other estates which any person or persons or Bodyes-Politique or Corporate Townes Villages Colledges or Schooles doe hold and enjoy or ought to hold and enjoy within the bounds aforesaid by or vnder any Grant or estate duely made or granted by any

[1] See Quincy, History of Harvard University, Vol. I, pp. 611, 612.

[2] History of Harvard University, Vol. I, p. 59.

Generall Court formerly held or by virtue of the Letters Patents herein before recited or by any other lawfull Right or Title whatsoever shall be by such person and persons Bodyes Politique and Corporate Townes Villages Colledges or Schooles their respective Heires Successors and Assignes for ever hereafter held and enjoyed according to the purport and Intent of such respective Grant vnder and Subject neverthelesse to the Rents and Services thereby reserved or made payable any matter or thing whatsoever to the contrary notwithstanding. . . . . It being Our further Will and Pleasure that no Grants or Conveyances of any Lands Tenements or Hereditaments to any Townes Colledges Schooles of Learning or to any private person or persons shall be judged or taken to be avoided or prejudiced for or by reason of any want or defect of Form but that the same stand and remaine in force and be mainteyned adjudged and have effect in the same manner as the same should or ought before the time of the said recited Judgment according to the Laws and Rules then and there vsually practised and allowed.[1]

2. COMMON SCHOOLS.

Ordinance of June 14, 1642.

This court, taking into consideration the great neglect of many parents and masters in training up their children in learning and labor, and other employments which may be profitable to the commonwealth, do hereupon order and decree that in every town the chosen men appointed for managing the prudential affairs of the same shall henceforth stand charged with the care of the redress of this evil, so as they shall be sufficiently punished by fines for the neglect thereof upon presentment of the grand jury, or any other information or complaint in any court within this jurisdiction; and for this end they, or the greater number of them, shall have the power to take account from time to time of all parents and masters, and of their children, concerning their calling and employment of their children, especially of their ability to read and understand the principles of religion and the capital laws of this country, and to impose fines upon such as shall refuse to render such accounts to them when they shall be required; and they shall have power, with consent of any court or the magistrate, to put forth apprentices the children of such as they shall [find] not to be able and fit to employ and bring them up. They shall take * * * employing them * * * up, nor shall take course to dispose of * * * themselves; and they are to take care of such as are set to keep cattle be set to some other employment withal, as spinning upon the rock, knitting, weaving tape, &c., and that boys and girls be not suffered to converse together, so as may occasion any wanton, dishonest, or immodest behaviour. And for their better performance of this trust committed to them, they may divide the town amongst them, appointing to every of the said townsmen a certain number of families to have special oversight of. They are also to provide that a sufficient quantity of materials, as hemp, flax, etc., may be raised in their several townes, and tools and implements provided for working out the same; and for their assistance in this so needful and beneficial employment, if they meet with any difficulty or opposition which they cannot well master by their own power, they may have recourse to some of the magistrates, who shall take such course for their help and encouragement as the occasion shall require according to justice; and the said townsmen, at the next court in those limits, after the end of their year, shall give a brief account in writing of their proceedings herein, provided that they have been so required by some court or magistrate a month at least before, and this order to continue for two years, and till the court shall take further order.[2]

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[1] Poore, Vol. I, p. 948.

[2] Mass. Coll. Records, Vol. II, pp. 6-9.

ORDINANCE OF 1647.

The following ordinance was adopted November 11, 1647:

It being one of the chief projects of that old deluder Satan to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, that so at least the true sense and meaning of the original might be clouded by false gloss is of saint-seeming deceivers, that learning may not be buried in the grave of our fathers in the church and commonwealth, the Lord assisting our endeavors:

It is therefore ordered, That every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint: *Provided,* Those that send their children be not oppressed by paying much more than they can have them taught for in other towns; and

It is further ordered, That where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth, so far as they may be fitted, for the university: *Provided,* That if any town neglect the performance hereof above one year, that every such town shall pay five pounds to the next school until they shall perform this order.[1]

It is not quite certain which of the two foregoing statutes Lord Macaulay had in mind when he pronounced his famous eulogy upon Massachusetts in the House of Commons in 1847:

Assuredly if there be any class of men whom the Protestant nonconformists of England respect more highly than another, if any whose memory they hold in deeper veneration, it is that class of men, of high spirit and unconquerable principles, who in the days of Archbishop Laud preferred leaving their native country and living in the savage solitudes of a wilderness rather than to live in a land of prosperity and plenty where they could not enjoy the privilege of worshiping their Maker freely according to the dictates of their conscience. Those men, illustrious forever in history, were the founders of the Commonwealth of Massachusetts. But though their love of freedom of conscience was illimitable and indestructible, they could see nothing servile or degrading in the principle that the State should take upon itself the charge of the education of the people. In the year 1642 they passed their first legislative enactment on this subject, in the preamble of which they distinctly pledged themselves to this principle, that education was a matter of the deepest possible importance and greatest possible interest to all nations and to all communities, and that, as such, it was in an eminent degree deserving of the peculiar attention of the State.[2]

[At the second session of the general court, held at Boston, the 19th of October, 1652.]

A declaration concerning the advancement of learning in New England by the general court.

If it should be granted that learning, namely, skill in the tongues and liberal arts, is not absolutely necessary for the being of a Commonwealth and churches, yet we conceive that, in the judgment of the godly wise, it is beyond all question not only laudable, but necessary for the well-being of the same; and although New England (blessed be God) is completely furnished (for this present age) with men in place, and upon occasion of death or otherwise, to make supply of magistrates, associates in courts, physicians, and officers in the Commonwealth, and of teaching elders in

[1] Mass. Coll. Records, Vol. II, p. 203.

[2] Speeches, Vol. II, pp. 333, 334, New York, 1852.

the churches, yet for the better discharge of our trust for the next generation, and so to posterity, seeing the first founders do wear away apace, and that it grows more and more difficult to fill places of most eminence as they are empty or wanting; and this court, finding by manifest experience that though the number of scholars at our college doth increase, yet as soon as they grow up ready for public use they leave the country, and seek for and accept of employment elsewhere, so that if timely provision be not made it will tend much to the disparagement, if not to the ruin, of this Commonwealth: It is therefore ordered and hereby enacted by this court, that a voluntary collection be commended to the inhabitants of this jurisdiction for the raising of such a sum as may be employed for the maintenance of the president, certain fellows, and poor scholars in Harvard College, and for that purpose do further order, that every town of this jurisdiction do choose one meet person to take the voluntary subscriptions of such as shall underwrite any sum or sums of money for that purpose, and to make return thereof to the next court; and forasmuch as all the colonies are concerned therein, this court doth order the secretary to signify to the governor of the several colonies our endeavors herein, and to commend the same unto them for their help and furtherance in so good a work.[1]

[At a general court of election, held at Boston, the 3rd of the 3rd month (May 3), 1654.]

Ordered, Forasmuch as it greatly concerns the welfare of this country that the youth thereof be educated not only in good literature, but sound doctrine, this court doth therefore commend it to the serious consideration and special care of the overseers of the college and the selectmen in the several towns not to admit or suffer any such to be continued in the office or place of teaching, educating, or instructing of youth, or child, in the college or schools that have manifested themselves unsound in the faith or scandalous in their lives, and not giving due satisfaction according to the rules of Christ.[2]

[At a general court for elections, held at Boston, the 31st of May, 1671.]

Whereas the law requires every town, consisting of one hundred families or upward, to set up a grammar school, and appoint a master thereof, able to instruct youth so as to fit them for the college, and upon neglect thereof the said town is to pay five pounds per annum to the next Latin school until they shall perform that order, the court, upon weighty reasons, judge meet to declare and order, that every town of one hundred families and upwards that shall neglect or omit to keep a grammar school, as is provided in that law, such town shall pay ten pounds per annum unto the next town school that is set according to that law.

Whereas in the law, title Townships, the several towns and selectmen of the said towns have power to impose penalties as the law directs; and whereas many constables question whether it be their duty to serve warrants from the selectmen for persons to appear before them and to levy fines for the removal of such doubts, and, as an addition to the said law, this court doeth order and require that all constables respectively shall serve all warrants from the selectmen, and levy all such fines as shall be imposed by the said towns or selectmen:

* * * * * * *

It is ordered by this court, and the authority thereof, That all gifts and legacies given and bequeathed to the college, schools of learning, or any other public use, shall be truly and faithfully disposed of according to the true and declared intent of the donors; and all and every person or persons intrusted to receive or improve any such gift or legacies shall be liable from time to time to give account of their disposal and management thereof to the county court of that shire where they dwell and where such estate shall lie, who are hereby empowered to require the same, where need shall be, to appoint feoffees of trust to settle and manage the same according to the will of the donors.[3]

[1] The Records of the Colony of the Massachusetts Bay, in New England, Vol. IV, Part I, pp. 100, 101.
[2] Ibid., pp. 182, 183.
[3] Ibid., Part II, pp. 486, 488.

[At the second session of the general court, held at Boston, October 10, 1683.]

As an addition to the law title Schools, .

This court does order and enact,

That every town consisting of more than five hundred families or householders shall set up and maintain two grammar schools and two writing schools, the masters whereof shall be fit and able to instruct youth as said law directs.

And whereas the said law makes the penalty for such towns as provide not schools as the law directs to pay to the next school ten pounds: This court hereby enacts that the penalty shall be twenty pounds when there are two hundred families or householders.

The law requiring every person above the age of 16 years duly to attend all military exercise and service, as training, watching, warding, under penalty of 5 shillings for every fault, excepted from its operation the president, fellows, students, and officers of Harvard College, and professed schoolmasters.

AN ACT to provide for the instruction of youth and for the promotion of good education (1789).

Whereas the constitution of this Commonwealth hath declared it to be the duty of the general court to provide for the education of youth; and whereas a general dissemination of knowledge and virtue is necessary to the prosperity of every State and the very existence of a Commonwealth:

Be it enacted by the senate and house of representatives in general court assembled, and by the authority of the same, That every town or district within this Commonwealth, containing fifty families or householders, shall be provided with a schoolmaster or schoolmasters of good morals, to teach children to read and write and to instruct them in the English language, as well as in arithmetic, orthography, and decent behavior, for such term of time as shall be equivalent to six months for one school in each year. And every town or district, containing one hundred families or householders, shall be provided with such schoolmaster or schoolmasters for such term of time as shall be equivalent to twelve months for one school in each year. And every town or district, containing one hundred and fifty families or householders, shall be provided with such schoolmaster or schoolmasters for such term of time as shall be equivalent to six months in each year; and shall, in addition thereto, be provided with a schoolmaster or schoolmasters, as above described, to instruct children in the English language for such term of time as shall be equivalent to twelve months for one school in each year. And every town or district, containing two hundred families or householders, shall be provided with a grammar schoolmaster of good morals, well instructed in the Latin, Greek, and English languages, and shall, in addition thereto, be provided with a schoolmaster or schoolmasters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months for each of said schools in each year; and

Whereas by means of the dispersed situation of the inhabitants of several towns and districts in this Commonwealth the children and youth can not be collected in any one place for their instruction, and it has thence become expedient that the towns and districts in the circumstances aforesaid should be divided into separate districts for the purpose aforesaid:

Be it therefore enacted by the authority aforesaid, That the several towns and districts in this Commonwealth be, and they are hereby, authorized and impowered, in town meeting, to be called for that purpose, to determine and define the limits of school districts within their towns and districts respectively.

And to the end that grammar schoolmasters may not be prevented in their endeavors to discharge their trust in the most useful manner—

Be it further enacted, That no youth shall be sent to such grammar schools unless they shall have learned in some other school or in some other way to read the Eng-

lish language by spelling the same, or the selectmen of the town where such grammar school is shall direct the grammar schoolmaster to receive and instruct such youth.

Be it further enacted by the authority aforesaid, That it shall be, and it is hereby, made the duty of the president, professors, and tutors of the university at Cambridge, preceptors and teachers of academies, and all other instructors of youth, to take diligent care and to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which the republican constitution is structured; and it shall be the duty of such instructors to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the beforementioned virtues, to preserve and perfect a republican constitution, and to secure the blessings of liberty, as well as to promote their future happiness; and the tendency of the opposite vices to slavery and ruin.

And to the end that improper persons may not be employed in the important offices before mentioned—

Be it further enacted by the authority aforesaid, That no person shall be employed as a schoolmaster as aforesaid unless he shall have received an education at some college or university, and before entering on the said business shall produce satisfactory evidence thereof; or unless the person to be employed as aforesaid shall produce a certificate from a learned minister, well skilled in the Greek and Latin languages, settled in the town or place where the school is proposed to be kept, or two other such ministers in the vicinity thereof, that they have reason to believe that he is well qualified to discharge the duties devolved upon such schoolmaster by this act; and in addition thereto, if for a grammar school, "that he is of competent skill in the Greek and Latin languages for the said purpose." And the candidate of either of the descriptions aforesaid shall, moreover, produce a certificate from a settled minister of the town, district, parish, or place to which such candidate belongs, or from the selectmen of such town or district, or committee of such parish or place, "that to the best of his or their knowledge he sustains a good moral character."

Provided, nevertheless, This last certificate respecting morals shall not be deemed necessary where the candidate for such school belongs to the place where the same is proposed to be actually kept; it shall, however, be the duty of such selectmen or committee who may be authorized to hire such schoolmaster specially to attend to his morals; and no settled minister shall be deemed, held, or accepted to be a schoolmaster within the intent of this act.

And be it further enacted by the authority aforesaid, That if any town or district, having the number of fifty families or householders and less than one hundred, shall neglect the procuring and supporting a schoolmaster or schoolmasters to teach the English language as aforesaid by the space of six months in one year, such deficient town or district shall incur the penalty of ten pounds, and a penalty proportionable for a less time than six months in a year, upon conviction thereof; and upon having the number of one hundred families or householders and upwards, shall neglect the procuring and supporting such schoolmaster or schoolmasters as is herein required to be kept by such town for the space of one year, every such deficient town or district shall incur the penalty of twenty pounds, and a proportionable sum for a less time than a year, upon conviction of such neglect; and every town or district having one hundred and fifty families or householders which shall neglect the procuring and supporting such schoolmasters, and for such term of time as the schools aforesaid are herein required to be kept by such town or district in any one year, shall incur the penalty of thirty pounds, and a proportionable sum for a less time, upon conviction of such neglect; and every town or district having two hundred families

or householders and upwards that shall neglect the procuring and supporting such grammar schoolmaster as aforesaid for the space of one year shall incur the penalty of thirty pounds, and a proportionable sum for a less time than a year, upon conviction of such neglect.

And be it further enacted by the authority aforesaid, That the penalties which may be incurred by virtue of this act shall be levied by warrant from the supreme judiciary court or court of general sessions of the peace for the county to which such deficient town or district belongs upon the inhabitants of such deficient town or district in the same manner as other sums for the use of the county, and shall be paid into the county treasury, and the same shall be appropriated for the support of such school or schools as are prescribed by this law in such town or towns, district or districts, in the same county as shall have complied with this law and whose circumstances most require such assistance, or in such plantation or plantations in the same county as the said court of sessions shall order and direct; and it shall be the duty of the minister or ministers of the gospel and the selectmen (or such other persons as shall be specially chosen by each town or district for that purpose) of the several towns or districts to use their influence and best endeavors that the youth of their respective towns and districts do regularly attend the schools appointed and supported as aforesaid for their instruction, and once in every six months at least, and as much oftener as they shall determine it necessary, to visit and inspect the several schools in their respective towns and districts, and shall enquire into the regulation and discipline thereof and the proficiency of the scholars therein, giving reasonable notice of the time of their visitation.

Be it enacted by the authority aforesaid, That all plantations which shall be taxed to the support of government, and all parishes and precincts, are hereby authorized and empowered, at their annual meeting in March or April, to vote and raise such sums of money upon the polls and rateable estates of their respective inhabitants for the support and maintenance of a schoolmaster to teach their children and youth to read, write, and cipher as they shall judge expedient, to be assessed by their assessors in due proportion, and to be collected in like manner with the public taxes.

And whereas schools for the education of children in the most early stages of life may be kept in towns, districts, or plantations, which schools are not before particularly described in this act, and that the greatest attention may be given to the early establishing just principles in the tender minds of such children and carefully instructing them in the first principles of reading—

Be it enacted, That no person shall be allowed to be a master or mistress of such school, or to keep the same, unless he or she shall obtain a certificate from the selectmen of such town or district where the same may be kept, or the committee appointed by such town, district or plantation to visit their schools, as well as from a learned minister settled therein, if such there be, that he or she is a person of sober life and conversation, and well qualified to keep such school. And it shall be the duty of such master or mistress carefully to instruct the children attending his or her school in reading (and writing, if contracted for), and to instill into their minds a sense of piety and virtue and to teach them decent behavior. And if any person shall presume to keep such school without a certificate as aforesaid, he or she shall forfeit and pay the sum of twenty shillings; one moiety thereof to the informer, and the other moiety to the use of the poor of the town, district, or plantation where such school may be kept.

Be it further enacted by the authority aforesaid, That no person shall be permitted to keep within this Commonwealth any school described in this act unless in consequence of an act of naturalization, or otherwise, he shall be a citizen of this or some other of the United States; and if any person who is not a citizen of this or some one of the United States shall presume to keep any such school within this State for the space of one month, he shall be subjected to pay a fine of twenty pounds, and a proportionable sum for a longer or shorter time; the one-half of which fine shall be to

the use of the person who shall sue for the same, and the other half thereof to the use of this Commonwealth.

And be it further enacted by the authority aforesaid, That all fines and forfeitures for a breach of this act shall be recovered by bill, plaint, or information before any court proper to try the same; and all grand jurors shall diligently enquire and presentment make of all breaches and neglects of this law.

And be it further enacted by the authority aforesaid, That this act shall be in force and operate from and after the first day of October next.[1]

About the close of the colonial period schools and education suffered a declension in Massachusetts. Said Dr. George B. Emerson in 1869:

The common schools and the town grammar schools continued to decline. In the busy world of Massachusetts men of ability found more profitable employment; and the great truth was not yet discovered that women, as teachers and managers and governors of boys, even up to manhood, are often gifted at least as highly as men. Most of the boys were fitted for college by ministers of the gospel, among whom I have the best possible means of knowing that a practice of teaching the elements of the Latin language as a spoken language very generally prevailed as late as one hundred years ago.

Academies and private schools grew more and more numerous; sometimes endowed by public-spirited individuals, sometimes by grants of land from the State, often by both, and usually supported in part by fees from the students. In 1834 there were more than nine hundred and fifty of these schools. Those under the supervision of resolute, judicious men, who knew the value of good teaching and how to secure it, and sometimes others, by a fortunate accident or a gracious Providence, had good teachers and flourished. But the greater number were very poor schools; so also were most of the town schools, and the belief and intimate conviction that most of the common schools were wretchedly poor became, except amongst the most ignorant of the teachers themselves and the most benighted of the people, almost universal.

The act of 1789, up to which time the laws of which I have been speaking continued in operation, was a wide departure from the principle of the original law. It substitutes six months for the constant instruction provided for towns of 50 families, and requires a grammar teacher of determinate qualifications for towns of 200 families, instead of the similar requisition from all towns of half that number of inhabitants. Still, however, far as it falls short of that noble democratic idea of the Puritans of providing the best possible instruction for all, it would, if in force at the present day, render instruction of the highest kind accessible to the children of more than two-thirds of the towns of the Commonwealth.[2]

John Adams, writing in 1782 to the Abbé De Mably, finds the key to the history of New England in four institutions—the towns or districts, the congregations or religious societies, the schools, and the militia. This is the paragraph in which he describes the schools:

There are schools in every town, established by an express law of the colony. Every town containing 60 families is obliged, under a penalty, to maintain constantly a school and a schoolmaster, who shall teach his scholars reading, writing, arithmetic, and the rudiments of the Latin and Greek languages. All the children of the inhabitants, the rich as well as the poor, have a right to go to these public

[1] This act passed June 25, 1789. Copied from volume entitled, Acts and Laws Passed by General Court of Massachusetts, begun and held at Boston, in the county of Suffolk, on Wednesday, the twenty-seventh day of May, anno Domini 1789, pp. 18–21.

[2] Massachusetts and its Early History. Lowell Institute Lectures, pp. 486–487. Published by the Society, 1869. Boston, Mass.

schools. There are formed the candidates for admission as students into colleges at Cambridge, New Haven, Princeton, and Dartmouth. In these colleges are educated future masters for these schools, future ministers for these congregations, doctors of law and medicine, and magistrates and officers for the government of the country.[1]

President Dwight, of Yale College, gives this picture:

A stranger traveling through New England marks with not a little surprise the multitude of schoolhouses appearing everywhere at little distances. Familiarized as I am to the sight, they have excited no small interest in my mind, particularly as I was traveling through the settlements recently begun. Here, while the inhabitants were still living in log huts, they had not only erected schoolhouses for their children, but had built them in a neat style, so as to throw an additional appearance of deformity over their own clumsy habitations. This attachment to education in New England is universal, and the situation of that hamlet must be bad indeed which, if it contains a sufficient number of children for a school, does not provide the necessary accommodations. In 1803 I found neat schoolhouses in Colebrook and Stewart, bordering on the Canadian line.[2]

The public statutes of Massachusetts relating to public instruction, 1888, furnish interesting items of historical information pertinent to the subject. In 1817 school districts were made corporations, and were empowered to hold property for the use of schools. In 1826 a town containing 500 families was required to maintain a town or high school, and if it contained 4,000 inhabitants it was required to maintain such a school in which the classical languages were taught. The law of that year also required the towns to elect a town school committee. The State school fund was established in 1834; the State legislature took its first action in relation to normal schools in 1837, and two years later two such schools were opened. A normal art school was established in Boston in 1873. Teachers' institutes were first established in the State in 1845. Massachusetts is the only State in the Union that makes the provision of public high schools obligatory upon the towns.[3]

II. PLYMOUTH LEGISLATION, 1658-1677.

The Plymouth colony records contain the following entries in relation to schools:[4]

1658. It is proposed by the Court vnto the seuerall Townshipes of this Jurisdiction as a thinge they ought to take into theire serious consideration That some course may be taken that in euery Towne there may be a schoolmaster sett vp to traine vp children to reading and writing. (P. 142.)

1663. This entry is precisely like the preceding one, except that the word "that" is interpolated between "thing" and "they." (P. 211.)

1672. Wee being Informed that it is vpon the harts of our Naighbours of the Massachusetts Collonie to support and Incurrage that Nursary of Learning att harveard Colledge in Cambridge in New England from whence haue through the blessing

[1] Works of John Adams, Vol. V, Appendix, p. 495.

[2] Travels in New England and New York, Vol. IV, p. 284.

[3] See the public statutes of Massachusetts relating to public education, with annotations and explanations, including the laws in force December 31, 1888, pp. 5, 6, 7.

[4] See Vol. XI (Laws).

of God Issued many worthy and vseful persons for Publique seruice in Church and Commonwealth; being alsoe Informed that diuers Godly and well affected in England are redy to Assist therein by way of contributing considerable sumes prouided the Countrey heer are forward to promote the same; and that the seuerall Townes in the Massachusetts haue bine very free in theire offerings thervnto; wee alsoe being by letters from them Invited and Insighted to Joyne with them in soe good a worke; and that wee may haue an Interest with others In the blessing that the Lord may please fron thence to convey vnto the Countrey; this Court doth therefore earnestly comend it to the Minnesters and Elders in each Towne, that they takeing such with them as they shall thinks meet; would particularly and earnestly moue and stirr vp all such in theire seuerall townes as are able to contribute vnto this worthy worke be it in mony or other good pay; and that they make a returne of what they shall effect heerin vnto the Court that shall sit in october next whoe will then appoint meet psons to receiue the contributions and faithfully to dispose of the same for the ends proposed. (Pp. 232, 233.)

1673. It is ordered by the Court that the charge of the free Scoole, which is three and thirty pounds a yeare shalbe defrayed by the Treasurer out of the proffitts ariseing by the ffishing att the Cape vntil such Time as that the minds of the ffreemen be knowne conserning it which wilbe returned to the next Court of election. (p. 233.)

1674. This Court haueing receiued by the deputies of the seuerall townes the signification of the minds of the Major pte of the freemen of this Collonie that all the proffitts of the ffishing att Cape Code graunted by the Court for the erecting and Maintaining of a Scoole be still continewed for that end if a competent Number of Scollars shall appeer to be devoated thervnto, which this Court Judges not to be lesse then eight or ten Doe therfore heerby confeirme the Graunt of the aforsaid proffitts of the ffishing att the Cape to the Maintainance of the Scoole; and that there be noe further demaunds, besides the said proffitts of the Cape demaunded of the Country for the Maintainance of the said Scoole. (p. 237.)

1677. fforasmuch as the Maintainance of good litterature doth much tend to the advancement of the weale and flourishing estate of societies and Republiques.

This Court doth therfore order; That in whatsoeuer Townshipp in this Gourment consisting of fifty familier or vpwards; any meet man shalbe obtained to teach a Gramer scoole such townshipp shall allow att least twelue pounds in currant marchantable pay to be raised by rat on all the Inhabitants of such Towne and those that haue the more emediate benifitt therof by theire childrens going to scoole with what others may voulentarily giue to promote soe good a work and generall good, shall make vp the resedue Nessesaric to maintaine the same and that the proffitts arieing of the Cape ffishing; heertofore ordered to maintaine a Gramer scoole in this Collonie, be distributed to such Townes as haue such Gramer scholes for the maintainance therof; not exceeding fiue pounds p annum to any such Towne vnlesse the Court Treasurer or other appointed to manage that affaire see good cause to adde thervnto to any respectiue Towne not exceeding fiue pounds more p annum; and further this Court orders that euery such Towne as consists of seauenty families or vpwards and hath not a Gramer scoole therin shall allow and pay vnto the next Towne which hath such Gramer scoole kept vp amongst them, the sume of fiue pounds p annum in currant Marchantable pay, to be leuied on the Inhabitants of such defectiue Townes by rate and gathered and deliuered by the Constables of such Townes as by warrant from any Majestrate of this Jurisdiction shalbe required. (pp. 246, 247.)

III. CONNECTICUT LEGISLATION, 1642-1799.

I. CONNECTICUT: *Orders of the Hartford town meeting, 1643, 1648; Weathersfield vote, 1658; titles, "children" and "schools" in the codified laws of 1650.*

II. NEW HAVEN: *Orders of the general court, 1641, 1643, 1644, and 1652; educational provisions of Governor Eaton's code, 1655.*

III. CONNECTICUT (following the union of the two colonies): *Order relating to grammar schools, 1672; order of the general court, 1677; grant to the county court of Fairfield, 1678; order of the general court, 1690; compulsory orders, 1677, 1678, 1690; provision of 1700, act of general court, 1700; Dr. Barnard's summary of the system of instruction existing in 1701; act of 1715, act of 1742; Dr. Barnard's summary of the part of the revised statutes relating to schools; notes and comments on the development of the district system and the decline of education; code of rules for the schools of Farmington, 1796; Dr. Barnard's final summary for the period closing with the eighteenth century.*

I.

No State has a more honorable educational record, taken altogether, than Connecticut. No other of the old States can show such a connected series of public and private transactions relating to schools and education, extending from the foundation of the Commonwealth down to the opening of the present educational area, some fifty or sixty years ago. Accordingly, the State affords the best possible opportunity to study continuously the history of popular education from the feeblest beginnings. The following compilation of documents is made from The History of Common Schools in Connecticut, which Dr. Henry Barnard prepared and first published when he was superintendent of common schools of that State, and afterwards republished in The American Journal of Education. [Vol. IV, 657, et seq.]

The history of Connecticut begins with the founding of Hartford in 1635. The earliest records of the town are lost, but in 1642 an appropriation of £30 was made for the support of a school, not as a new thing, but as one of the establishments of the town. In April, 1643 it was ordered at a general town meeting—

That Mr. Andrew should teach the children in the school one year next ensuing from the 25th of March, 1643, and that he shall have for his pains £16; and therefore the townsmen shall go and inquire who will engage themselves to send their children; and all that do so shall pay for one quarter at the least, and for more if they do send them, after the proportion of twenty shillings the year, and if they go any weeks more than an even quarter, they shall pay sixpence a week; and if any would send their children who are not able to pay for their teaching, they shall give notice of it to the townsmen, and they shall pay it at the town's charge; and Mr. Andrew shall keep the account between the children's schooling and himself, and send notice of the times of payments and demand it; and if his wages do not come in, the townsmen must collect and pay it; or if the engagements come not to sixteen pounds, then they shall pay what is wanting at the town's charge.

In February, 1648, the following action was had:

The necessities of the town and the desires of many, calling for some provision to be made for the keeping of a school with better conveniency than hitherto hath been attained, the want whereof hath been both uncomfortable to those who have been employed in that service and prejudicial to the work under hand, which is looked

upon as conducing much to the good of the present age, and that of the future: It was agreed and consented to by the town that forty pounds shall be paid in the way of a rate to the townsmen for the time being for carrying on the said work, which being considered to fall much short of attaining the end in building such house as may be suitable for the said employment.

It was agreed unto by the town that in case any other shall make such an addition to the said sum that the work may be carried on and finished, either with timber or brick, as may be judged most convenient, that the building so to be erected shall not be diverted to any other use or employment but in a way of schooling without the consent of the parties that shall contribute. * * *

In a subsequent meeting the following vote was passed:

The town chose Mr. Talcott, Mr. Fitch, and Goodman Stebbins, John Barnard, as their committee, to act for them, either in buying or building a house for a schoolhouse; and if they do agree to build, they are not to exceed the sum of money that was due to the town from Mr. Goodwin; and if they buy, they are not to exceed the sum of money due from Mr. Goodwin; and the town doth engage to stand what their committee shall do in this business.

The other towns composing the colony followed the same mode of supporting schools. Education was partly a public and partly a private charge. For example, Weathersfield voted in March, 1658,

That Mr. Thomas Lord should be schoolmaster for the year ensuing, and to have twenty-five pounds for the year, and also the use of the house lot, and the use of the meadow as formerly; and the twenty-five pounds is to be raised—of the children eight shillings per head of such as come to school, and the remainder by rate of all the inhabitants made by the lists of estates.

In 1650 a codification of laws for the government of the Commonwealth was made. The titles "Children" and "Schools," according to Dr. Barnard, with trifling modifications, and such only as were calculated to give them greater efficiency, remained on the statute book for one hundred and fifty years. It will be seen that the author of the compilation borrowed a familiar statute from Massachusetts:

CHILDREN.

Forasmuch as the good Education of Children is of singular behoofe and benefitt to any Commonwealth; and whereas many parents and masters are too indulgent and negligent of theire duty in that kind;—

It is therefore ordered by this Courte and Authority thereof, that the Select men of euery Towne in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethern and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein; also, that all masters of families, do, once a week, at least catechise their children and servants, in the grounds and principles of religion; and if any be unable to do so much, that then, at the least, they procure such children or apprentices to learn some short orthodox catechism, without book, that they may be able to answer to the questions that shall be propounded to them out of such catechisms by their parents or masters, or any selectmen, when they shall call them to a trial of what they have learned in this kind; and further, that all parents and masters do breed and bring up their children and apprentices in some honest lawful [calling,] labor, or employment, either in

husbandry or some other trade profitable for themselves and the commonwealth, if they will not nor can not train them up in learning, to fit them for higher employments, and if any of the selectmen, after admonition by them given to such masters of families, shall find them still negligent of their duty, in the particulars aforementioned, whereby children and servants become rude, stubborn and unruly, the said selectmen, with the help of two magistrates, shall take such children or apprentices from them, and place them with some masters for years, boys until they come to twenty-one, and girls to eighteen years of age complete, which will more strictly look unto and force them to submit unto government, according to the rules of this order, if by fair means and former instructions they will not be drawn unto it.

The following enactments constitute sections 14 and 15 of the capital laws:

SECTION 14. If any child or children above sixteen years old and of sufficient understanding, shall curse or smite their natural father or mother, he or they shall be put to death; unless it can be sufficiently testified, that the parents have been very unchristianly negligent in the education of such children, or so provoke them by extreme and cruel correction that they have been forced thereunto to preserve themselves from death or maiming.

SECTION 15. If any man has a stubborn, or rebellious son of sufficient understanding and years, viz, sixteen years of age, which will not obey the voice of his father, or the voice of his mother, and that where they have chastized him, he will not hearken unto them; then may his father or mother being his natural parents lay hold on him and bring him to the magistrates assembled in court, and testify unto them that their son is stubborn, and rebellious, and will not obey their voice and chastisement, but lives in sundry notorious crimes, such a son shall be put to death.

SCHOOLS.

It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times, keeping them in an unknown tongue, so in these latter times, by persuading them from the use of tongues, so that at least, the true sense and meaning of the original might be clouded with false glosses of saint seeming deceivers; and that learning may not be buried in the grave of our forefathers, in church and commonwealth, the Lord assisting our endeavors:

It is therefore ordered by this court and authority thereof, That every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such, children, as shall resort to him, to write and read, whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town, shall appoint; provided, that those who send their children be not oppressed by paying more than they can have them taught for in other towns.

And it is further ordered, That where any town shall increase to the number of one hundred families, or householders, they shall set up a grammar school, the masters thereof being able to instruct youths, so far as they may be fitted, for the university, and if any town neglect the performance hereof above one year, then every such town shall pay five pounds per annum, to the next such school, till they shall perform this order.

The proposition concerning the maintenance of scholars at Cambridge, made by the commissioners, is confirmed.

And it is ordered, That two men shall be appointed in every town within this jurisdiction, who shall demand what every family will give, and the same to be gathered and brought into some room, in March; and this to continue yearly, as it shall be considered by the commissioners.

II.

New Haven dates from 1638, and there is evidence showing the existence of a school in the colony in the following year. On the 25th of the twelfth month, 1641, the general court adopted the following order:

It is ordered, That a free school be set up in this town, and our pastor, Mr. Davenport, together with the magistrates, shall consider what yearly allowance is meet to be given to it out of the common stock of the town, and also what rules and orders are meet to be observed in and about the same.

The following order relates to a public grammar school that was established in New Haven two or three years later, and placed under the charge of Ezekiel Cheever:

For the better training up of youth in this town, that through God's blessing they may be fitted for public service hereafter in church or Commonwealth, it is ordered that a free school be set up, and the magistrates, with the teaching elders, are entreated to consider what rules and orders are meet to be observed, and what allowance may be convenient for the schoolmaster's care and pains, which shall be paid out of the town's stock.

General court, in November, 1644, adopted the first of a series of orders in relation to aiding such children as should show the requisite talent, but whose parents were not able to support them at the college at Cambridge:

The proposition for the relief of poor scholars at the college at Cambridge was fully approved of, and thereunto it was ordered that Joshua Atwater and William Davis shall receive of everyone in this plantation whose heart is willing to contribute thereunto a peck of wheat, or the value of it.

The following entry, made under the date of November 8, 1652, is but one of many similar entries that could be quoted from the public records of the colony:

The governor informed the court that the cause of calling this meeting is about a schoolmaster, to let them know what he hath done in it. He hath written a letter to one Mr. Bower, who is a schoolmaster at Plymouth, and desires to come into these parts to live, and another letter to one Rev. Mr. Landson, a scholar, who he hears will take that employment upon him. How they will succeed he knows not but now Mr. Janes has come to town, and is willing to come hither again if he may have encouragement; what course had been taken to get one he was acquainted with, and if either of them come he must be entertained; but he said, if another come, he should be willing to teach boys and girls to read and write if the town thought fit, and Mr. Janes being now present confirmed it.

The town generally was willing to encourage Mr. Janes his coming, and would allow him at least ten pounds a year out of the treasury, and the rest he might take of the parents of the children he teacheth by the quarter, as he did before, to make up a comfortable maintenance; and many of the town thought there would be need of two schoolmasters—for if a Latin schoolmaster come, it is feared he will be discouraged if many English scholars come to him. Mr. Janes, seeing the town's willingness for his coming again, acknowledged their love, and desired them to proceed no further in it at this time, for he was sure he shall get free where he is, and if he do, he doubt it will not be before winter. Therefore no more was done at it at present.

The town was informed that there is some motion again on foot concerning the setting up of a college here at New Haven, which, if attained, will in all likelihood

prove very beneficial to this place, but now is only propounded to know the town's mind, and whether they are willing to further the work by bearing a meet proportion of charge if the jurisdiction upon the proposal thereof shall see cause to carry it on. No man objected, but all seemed willing, provided that the pay which they can raise here will do it.

Governor Eaton's code of 1655, drawn up at a time when the colony contained but seven towns, has a provision in relation to the education of children that may be prefaced with a remark or two. Dr. Barnard says that Theophilus Eaton and John Davenport have the credit of establishing in New Haven, before it ceased to be an independent colony, a system of public instruction at that time without a parallel in any part of the world, and not surpassed in its universal application to all classes, rich and poor, at any period in the subsequent history of the State. The main motor force that acted in producing this result, as well as in producing similar results in Massachusetts, appears upon the surface. It is the principle of religion. Says Mr. John Fiske:

The Puritan theory of life lay at the bottom of the whole system of popular education in New England. According to this theory, it was absolutely essential that everyone should be taught from early childhood to read and understand the Bible. So much instruction as this was assumed to be a sacred duty which the community owed to every child born within its jurisdiction.[1]

CHILDREN'S EDUCATION.

This is the provision in question:

Whereas too many parents and masters, either through an over tender respect to their own occasions and business, or not duly considering the good of their children and apprentices, have too much neglected duty in their education while they are young and capable of learning;

It is ordered, That the deputies for the particular court in each plantation within this jurisdiction for the time being, or where there are no such deputies the constable or other officer or officers in public trust, shall from time to time have a vigilant eye over their brethren and neighbors within the limits of the said plantation; that all parents and masters do duly endeavor, either by their own ability and labor, or by employing such schoolmaster or other helps and means as the plantation doth afford or the family may conveniently provide, that all their children and apprentices, as they grow capable, may through God's blessing attain at least so much as to be able duly to read the Scriptures and other good and profitable printed books in the English tongue, being their native language, and in some competent measure to understand the main grounds and principles of the Christian religion necessary to salvation, and to give a due answer to such plain and ordinary questions as may by the said deputies, officer, or officers, be propounded concerning the same. And when such deputies, or officers, whether by information or examination, shall find any parent or master, one or more, negligent, he or they shall first give warning, and if thereupon due reformation follow, if the said parents or masters shall thenceforth seriously and constantly apply themselves to their duty in manner before expressed, the former neglect may be passed by; but if not, then the said deputies and other officer or officers shall, three months after such warning, present each such negligent person or persons to the next plantation court, where such delinquent, upon proof, shall be fined ten shillings to the plantation, to be levied as other fines. And if in any plantation there be no such court kept for the present, in such case

[1] The Beginnings of New England, p. 151.

the constable, or other officer or officers, warning such person or persons, before the freemen or so many of them as upon notice shall meet together and proving the neglect after the warning, shall have the power to levy the fine as aforesaid. But if in three months after that there be no due care taken and continued for the education of such children or apprentices as aforesaid, the delinquent (without any further private warning) shall be proceeded against as before, but the fine doubled. And, lastly, if, after the said warning and fines paid or levied, the said deputies, officer, or officers, shall still find a continuance of the former negligence, if it be not obstinacy, so that such children or servants may be in danger to grow barbarous, rude, and stubborn through ignorance, they shall give due and seasonable notice that every such parent and master be summoned to the next court of magistrates, who are to proceed as they find cause, either to a greater fine, taking security for due conformity to the scope and intent of this law, or may take such children or apprentices from such parents and masters, and place them for years—boys till they come to the age of one and twenty, and girls till they come to the age of eighteen years, with such others who shall better educate and govern them, both for the public conveniency and for the particular good of the said children or apprentices.

III.

The union of the colonies of Connecticut and New Haven, or perhaps it would be better to say the absorption of New Haven by Connecticut, was consummated under the charter of 1662. The Connecticut code was now extended over the united colonies, including its educational provisions. In 1672 a new clause took the place of the old ones relating to the college at Cambridge and the town and grammar schools. At this time the colony consisted of four counties, and the general court voted to each of the four county towns forever 600 acres of land, to be improved in the best manner that may be for the benefit of a grammar school in said county towns, and to no other use or end whatever. This is the new clause:

And it is further ordered, That in every county there shall be set up and kept a grammar school for the use of the county, the master thereof being able to instruct youths so far as they may be fitted for college.

At the May session of the court, 1677, a new order was adopted, as follows:

Whereas in the law, title Schools, it is ordered that every county town shall keep and maintain a Latin school in the said town, which is not fully attended to in some places, to move, excite, and stir up to the attendance of so wholesome an order;

It is ordered by this court, That if any county town shall neglect to keep a Latin school according to order, there shall be paid a fine of ten pounds by the said county towns to the next town in that county that will engage and keep a Latin school in it, and so ten pounds annually till they shall come up to the attendance of this order; the grand jury to make presentment of the breach of this order to the county court of all such breaches as they shall find after September next.

It is also ordered by this court, Where schools are to be kept in any town, whether it be county town or otherwise, which shall be necessary to the maintaining the charge of such schools, it shall be raised upon the inhabitants by way of rate, except any town shall agree to some other way to raise the maintenance of him they shall employ in the aforesaid works, any order to the contrary notwithstanding.

And at the same time it was ordered that any town that shall neglect to keep a school above three months in the year shall forfeit £5 for every

defect, which said fine shall be paid toward the Latin school in their county. All breaches of this order to be taken notice of and presented by the grand jury at every county court. In the following year the general court recommended—

To the county court of Fairfield, to grant unto the inhabitants of Paquanake so much out of their county revenue by customs, fines, etc., so much as their rate shall come to, toward the maintenance of a grammar school at Fairfield, and also this court doth recommend it to the said court of Fairfield to improve so much of their county revenues as they can spare besides for the settlement and encouragement of a grammar school there.

In 1690 the court endeavored to raise two of the four county grammar schools to a higher level, and to make them wholly free. The school revenue given by particular persons is supposed to refer to the Hopkins legacy which occupies an important place in the educational history of the colony.

This court, considering the necessity and advantage of good literature, do order and appoint that there shall be two good free schools kept and maintained in this colony for the schooling of all such children as shall come there after they can distinctly read the psalter, to be taught reading, writing, arithmetic, the Latin and English languages—the one at Hartford and the other at New Haven—the masters whereof shall be chosen by the magistrates and ministers of the said counties, and shall be inspected and displaced by them if they see cause. Each master is to receive sixty pounds, thirty pounds of which is to be paid out of the county treasury and the other thirty out of the school revenue given by particular persons or to be given for this use so far as it will extend, and the rest to be paid by the respective towns of Hartford and New Haven.

Strenuous attempts were made to enforce a sufficient provision for schools. In 1677 it was ordered:

If any county town shall neglect to keep a Latin school according to order, there shall be paid a fine of ten pounds by the said county town to the next town in the county that will keep a Latin school in it.

In 1678 it was ordered:

That every town, when the Lord shall have increased their families to thirty in number, shall have and maintain a school to teach children to read and write, on the penalty expressed in the former law.

In 1690 it was enacted as follows:

This court observing that notwithstanding the former orders made for the education of children and servants, there are many persons unable to read the English tongue, and thereby unable to read the Holy Word of God and the good laws of the colony, and it is hereby ordained that all parents and masters shall cause their children and servants, as they are capable, to read distinctly the English tongue, and that the grand jury men in each town do once in the year, at least, visit each family they suspect to neglect this order, and satisfy themselves that all children under age, and servants in such suspected families, can read well the English tongue, or in good procedure to learn the same or not, and if they find such children or servants not taught as their years are capable of, they shall return the names of the parents or masters of the said children to the next county court, when said parents or masters shall be fined twenty shillings for each child or servant whose teaching is thus neglected according to this order. After the order of 1690, unless it shall

appear to the satisfaction of the court that the said neglect was not voluntary, but necessitated by the incapacity of the parents, or masters, or their neighbors to cause them to be taught as aforesaid, or the incapacity of the said children or servants to learn.

In the revised edition of the laws, completed in 1700 and printed in 1702, the Act for educating children remains as in the code of 1650, with the following provision regarding stubborn or rebellious children:

And be it further enacted, etc., That whatsoever child or servant within this colony, upon complaint, shall be convicted of any stubborn or rebellious carriage against their parents or governors, any two assistants or justices are hereby authorized and empowered to commit such person or persons to the house of correction, there to remain under hard labor and severe punishment so long as they shall judge meet.

The act concerning Schools is modified so as to read as follows:

AN ACT for appointing schools, and for the encouragement of schoolmasters.

Be it enacted by the governor, council, and representatives, convened in general court or assembly, and it is enacted and ordained by the authority of the same, That every town within this colony, having the number of seventy householders or upwards shall be constantly provided of a sufficient schoolmaster to teach the children and youth to read and write; and every town having a less number of householders than seventy shall yearly, from year to year, be provided of a sufficient schoolmaster to teach children and youth to read and write for one half of the year. And also there shall be a grammar school set up in every head town of the several counties in this colony, viz, in Hartford, New Haven, New London, Fairfield, and some discreet person of good conversation, well instructed in the tongues, procured to keep such school.

And for the encouragement and maintenance of schoolmasters.

It is further enacted by the authority aforesaid, That the inhabitants of each town in this colony shall annually pay forty shillings for every thousand pounds in their respective county lists, and proportionately for lesser sums, toward the maintenance of the schoolmaster in the town where the same is levied; and in such towns where the said levy shall not be sufficient for the maintenance of a suitable schoolmaster, and there is not any estate given by any charitable persons, or not sufficient together with the levy aforesaid for that use, in every such place a sufficient maintenance shall be made up, the one-half thereof by the inhabitants of such town and the other half thereof by the parents or masters of the children that go to school, unless any town agree otherwise. And when, and so often as the treasurer sends forth his warrants for levying the county rates, he shall also, together with the county rate, assess the inhabitants of the several towns in this colony the said sum of forty shillings upon every thousand pounds, and proportionately for lesser sums in their county lists, adding the same to their respective proportions of the county rate, and requiring the constables to levy the said assessments upon the inhabitants of each town within their several precincts, and to make payment thereof to the schoolmaster of the town (if any there be) where the same is levied; and in such town or towns where there is no schoolmaster provided according to law, to levy the said assessment, and to pay the same into the county treasury as a fine imposed upon such town for their defect.

Always provided, That no town shall be fined for want of a schoolmaster for one month only in one year.

Dr. Barnard thus sums up the system of public instruction existing in Connecticut at the opening of the eighteenth century:

1. An obligation on every parent and guardian of children, "not to suffer so much barbarism in any of their families as to have a single

child or apprentice unable to read the Holy Word of God and the good laws of the colony," and also "to bring them up to some lawful calling or employment," under a penalty for each offense.

2. A tax of 40 shillings on every 1,000 pounds of the lists of estates was collected in every town with the annual State tax, and payable proportionably to those towns only which should keep their schools according to law.

3. A common school in every town having over 70 families, kept throughout the year, and in every town with less than 70 families kept for at least six months in the year.

4. A grammar school in each of the 4 head county towns to fit youth for college, 2 of which grammar schools must be free.

5. A collegiate school, toward which the general court made an annual appropriation of £120.

6. Provision for the religious instruction of the Indians.

All through the eighteenth century the general court continued to enact school legislation. The following bears the date of October, 1715:

AN ACT for the more effectual suppressing of immorality and irreligion, and for putting in due execution sundry laws already made against vice and profaneness.

Whereas, in May, anno Domini one thousand seven hundred and fourteen, it was by the governor, council, and representatives in general court assembled, recommended to the general association of the churches in this colony to inquire into the state of religion in this government.

In compliance wherewith the said association, upon due inquiry made, reported to this assembly at this time the several following heads, viz:

I. A want of Bibles in particular families.
II. Remissness and great neglect of attendance on the public worship of God upon Sabbath days and other seasons.
III. Catechising being too much neglected in sundry places.
IV. Great deficiency in domestical or family government.
V. Irregularity in commutative justice upon several accounts.
VI. Tale-bearing and defamation.
VII. Calumniating and contempt of authority and order, both civil and ecclesiastical.
VIII. And intemperance, with several other things therein mentioned.

The which particular heads this assembly hath now considered, and are fearful that there hath been too great a neglect of a due execution of those good laws already enacted amongst us for the prevention of such decays in religion.

It is therefore enacted by the governor, council, and representatives in general court assembled, and by the authority of the same, That all judges and justices of the peace, in the respective counties of this colony, be diligent and strict in putting in execution all those laws and acts of this assembly made for the suppressing and punishing all or any of the above-mentioned immoralities and irreligious practices, that thereby the good end proposed in such acts and laws may be attained.

That the selectmen, constables, and grand jurors, in the respective towns in this colony shall from time to time strictly observe the following directions:

To a due execution of the law of this colony, entitled "An act for educating of children," in all and every the several parts and paragraphs of the said act.

That the selectmen make diligent inquiry of all householders, within their respective towns, how they are stored with Bibles; and upon such inquiry, if any such householders be found without one Bible at least, that then the said selectmen shall

warn the said householders forthwith to procure one Bible at least for the use and benefit of said family; and if the same be neglected, then the said selectmen shall make return thereof to the next authority; and that all those families which are numerous, and whose circumstances will allow thereof, shall be supplied with a considerable number of Bibles, according to the number of persons in such families; and that they see that all such families be furnished with suitable numbers of orthodox catechisms and other good books of practical godliness, viz., such especially as treat on, encourage, and duly prepare for the right attendance on that duty of the Lord's Supper.

That the constables and grand jurymen in the respective towns in this colony shall make diligent search after, and presentment of, all breaches of the following laws of this colony:

1. The law entitled "An act for educating of children."
2. The two last paragraphs of the law entitled "An act relating to ecclesiastical affairs."
3. The first paragraph of the law entitled "An act for the better detecting and more effectual punishing profaneness and immorality."
4. The law entitled "An act for the better observation and keeping the Sabbath or Lord's Day."
5. The law entitled "An act for the punishment of lying."
6. The law entitled "An act against profane swearing, &c."
7. The law entitled "An act to prevent unseasonable meetings of young people in the evenings after the Sabbath days and at other times.

And to the end that all branches of the said law may be duly put in execution:

It is now resolved, That the constables and grand jurymen in the respective towns shall, on the evenings mentioned in the said law, walk the streets, and search all places suspected for harboring or entertaining any people or persons assembling contrary to the said act.

8. The law entitled "An act for preventing tippling and drunkenness."
9. The law entitled "An act for suppressing unlicensed houses, and due regulating such as are or shall be licensed in the several paragraphs thereof."
10. The law entitled "An act for suppressing certain meetings in licensed houses;" and this law shall be understood and extended to, to prohibit heads of families and all other persons, as well as young persons (strangers and travelers only excepted) under the same penalties in the said law, as well to tavern keepers, as to others so convening.
11. And that the several constables in the respective towns shall strictly observe and duly execute the several paragraphs of the law entitled "An act relating to constables," by making due presentment and information of all breaches of the said law, and warning all persons in their respective towns who spend their time idly or are tipplers and tavern haunters.
12. That the constables and grand jurymen in their respective precincts shall take due care that the Lord's Day be sanctified according to the law, by inquiring after and making presentment of all such who shall profane the said day.

And it is further enacted by the authority aforesaid, That this act, together with a proclamation enforcing it, be forthwith printed, and published throughout this colony; and that they shall be publicly read annually in the several towns in this colony at their public meetings for choice of town officers. And that the said meeting be careful in the choice of their said constables and grand jurymen, that they choose men of known abilities, integrity, and good resolutions.

And the following in October, 1742:

AN ACT relating to and for the better regulating schools of learning.

Whereas by sundry acts and laws of this assembly they have founded, erected, endowed, and provided for the maintenance of a college at New Haven, and inferior schools of learning in every town or parish for the education and instruction of the youth of this colony, which have (by the blessing of God) been very serviceable to promote useful learning and Christian knowledge, and more especially to train up a learned orthodox ministry for the supply of our churches, and inasmuch as the well-ordering of such public schools is of great importance to the public weal, this assembly, by one act entitled "An act for the encouragement and better improvement of town schools," did order and provide that the civil authority and selectmen in every town should be visitors to inspect the state of such schools, and to inquire into the qualifications of the masters of them, and the proficiency of the children, to give such directions as they shall think needful to render such schools more serviceable to increase that knowledge, civility, and religion which is designed in the erecting of them. And in case those visitors shall apprehend that any such schools are so ordered as not to be likely to attain those good ends proposed, they shall lay the state thereof before this assembly, who shall give such orders thereupon as they shall think proper, as by the said act may more fully appear; and whereas the erecting of any other schools which are not under the establishment and inspection aforesaid may tend to train up youth in ill principles and practices, and introduce such disorders as may be of fatal consequences to the public peace and weal of this colony; which to prevent,

Be it enacted, That no particular persons whatsoever shall presume of themselves to erect, establish, set up, keep, or maintain any college, seminary of learning, or any public school whatsoever, for the instruction of young persons, other than such as are erected and established, or allowed by the laws of this colony, without special license or liberty first had and obtained of this assembly. *And be it enacted by the authority aforesaid*, That if any person shall presume to act as master, tutor, teacher, or instructor in any unlawful school or seminary of learning, erected as aforesaid, he shall suffer the penalty of £5, lawful money, per month, for every month he shall continue to act as aforesaid, and every grand jury within any county where such school or seminary of learning is erected shall make presentment of all breaches of this act to the next assistant justice of the peace or county court. *And be it further enacted, &c.*, That the civil authority and selectmen in each town, or the major part of them, shall inspect and visit all such unlawful schools or seminaries of learning erected as aforesaid, and shall proceed with all such scholars, students, or residents in such school, and all such as harbor, board, or entertain them, according to the laws of this colony respecting transient persons or inmates residing in any town without the approbation of the selectmen. *And be it further enacted, &c.*, That if any student or resident in such school shall pretend that he is bound as by indenture an apprentice to learn any manual art or trade, and the said civil authority or selectmen shall suspect that such indenture was given only as a color to reside in said town contrary to law, that then it shall be in the power of the said civil authority or selectmen to examine all such parties to such indenture under oath, in all such questions which they shall think proper, relating to the true intention of such indenture and their practice thereon; and if it shall appear to the said authority or selectmen, or the major part of them, that such indenture was given upon a fraudulent design, as aforesaid, that then such authority shall proceed as if no such indenture had been made. *And be it further enacted, &c.*, That no person that has not been educated or graduated in Yale College, or Harvard College in Cambridge, or some other allowed foreign Protestant college or university, shall take the benefit of the laws of this government respecting the settlement and support of ministers. *Always provided*, That nothing in this act be construed to forbid or prevent any society, allowed by law in this colony, to keep a school, by a major

vote in such society, to order more parish schools than one to be kept therein, and appoint the school or schools to be kept in more places than one in such society. This act to continue in force for four years.

The Revised Statutes of 1750 contained an act relative to schools which Dr. Barnard thus summarizes:

1. Every town where there is but 1 ecclesiastical society, and having 70 householders and upward, and every ecclesiastical society having that number of families, shall maintain at least 1 good school for eleven months in the year, by a master sufficiently and suitably qualified.

2. Every town and society with less than 70 families shall maintain a school and schoolmaster for one-half of each year.

3. Every head county town shall maintain a grammar school, to be steadily kept by "some discreet person of good conversation, well skilled in and acquainted with the learned languages, especially Greek and Latin."

4. In the encouragement and maintenance of these schools the treasurer of the colony shall deliver annually the sum of 40s. upon every £1,000 in the lists of each town, or the same shall be paid into the treasury to the school committee of the town or parish, or for want of such committee to the selectmen, to be by them applied for the benefit of schools in the said town or parish; provided the schools have been kept for the year previous according to law.

5. The local school funds created out of the avails of the sale of the 7 western townships, according to the act of 1733, and distributed among the several towns and societies, are to remain a perpetual fund for the support of schools, and for any application of the interest to other purposes the principal was to be paid back into the treasury of the colony, and the town was to lose the benefit thereof afterwards.

6. In the case of any deficiency in the means of supporting a school according to law, derived from the general tax or local funds, the sum required shall be made up, one-half by a tax on the property of the town or society, and the other half by a tuition or rate bill, to be paid by the parents or guardians of the children at school, unless the town or society agree on some other mode.

7. The majority of the legal voters of every town and society are clothed with full power to lay taxes and make all lawful agreements for the support and management of the school.

8. The civil authority and selectmen are constituted inspectors or visitors, and directed to visit and inspect all schools established under this act at least once a quarter, and inquire particularly into the qualifications of the masters, the proficiency of the pupils, and give such directions as they judge needful to render such schools most serviceable for the increase of knowledge, religion, and good manners. They were also instructed to report to the general assembly any disorders or misapplication of public moneys.

9. The selectmen of each town, when there was but one ecclesiastical society, and a committee for each society when there were more than

one, are empowered to manage all lands and funds belonging to the town or society for the benefit of schools.

Interest in the cause of education embraced the poor Indian. The earliest legislation in the colony respecting the subject is the following, found in the Connecticut code of 1650:

> This court, judging it necessary that some means should be used to convey the light and knowledge of God and of His word to the Indians and natives among us, do order that one of the teaching elders of the churches in this jurisdiction, with the help of Thomas Stanton, shall be desired, twice at least in every year, to go amongst the neighboring Indians and endeavor to make known to them the counsels of the Lord, and thereby to draw and stir them up to direct and order all their ways and conversations according to the rule of His word; and Mr. Governor and Mr. Deputy, and the other magistrates are desired to take care to see the thing attended, and with their own presence, so far as may be convenient, encourage the same.

In 1654 the court—

> being earnestly desirous to promote and further, what lies in them, a work of that nature, wherein the glory of God and the everlasting wellfare of those poor, lost, naked sons of Adam is so deeply concerned, do order, that Thomas Mynor, of Pequot, shall be wrote unto from this court and desired that he would forthwith send his son, John Mynor, to Hartford, where this court will provide for his maintenance and schooling, to the end he may be for the present assistant to such elders or others as this court shall appoint to interpret the things of God to them as he shall be directed, and in the mean time fit himself to be instrumental in that way, as God shall fit and incline him thereto for the future.

In 1727 all masters and mistresses of Indian children were ordered to teach them to read English, and also to instruct them in the principles of the Christian faith. Numerous voluntary efforts to educate and convert the savages are on record. The most notable of these was the effort inaugurated by Rev. Mr. Wheelock at Lebanon, in 1764, to educate native teachers and preachers. This school, removed to Hanover, N. H., 1770, became Dartmouth College.

Many other documents of a similar character could be transcribed. These, however, will amply suffice to show the extraordinary amount of educational activity that there was in the commonwealth within the period covered, at least so far as such activity can be measured by legislative records. However, a change for the worse came in with the second half of the eighteenth century.

Originally in Connecticut, as in the other New England States, the town and the parish or church society were coextensive. The town was the civil side and the church the ecclesiastical side of the same community. The town was incorporated and was the ultimate unit of political organization. But some of the towns were so large that, as the outer parts became occupied and population increased in numbers, many people found themselves at an inconvenient distance from the place of worship. To meet this emergency towns were sometimes divided, but more commonly new church societies or parishes, for religious purposes only, were established within the limits of the old incorporated towns. In a State where religion and education were so closely

drawn together, the creation of new churches involved the establishment of new schools supported by the public funds. In 1766 towns and societies were authorized—

> To divide themselves into proper and necessary districts for keeping their schools, and to alter and regulate the same, from time to time, as they shall have occasion; which districts shall draw their equal proportion of all public monies belonging to such towns and societies according to the list of each respective district therein.

"By the practical operation of this act," says Dr. Barnard, "the school system of Connecticut, instead of embracing schools of different grades, was gradually narrowed down to a single district school, taught by one teacher in the summer and a different teacher in the winter, for children of all ages and in every variety of study residing within certain territorial limits."

In 1794 school districts were authorized, by a vote of two-thirds of all qualified voters, passed at a meeting called for that purpose, to lay a tax to build a schoolhouse, and to locate the same, and to choose a collector. An act passed in 1795 authorized "all the inhabitants living within the limits of the located societies, who by law have or may have a right to vote in town meetings," to meet in the month of October annually and organize themselves into societies conformably to law, "and transact any other business on the subject of schooling in general, and touching the moneys hereby appropriated to their use in particular according to law."

An act passed in 1798 substituted for the town—"the old recognized agency, through which the regularly settled and approved inhabitants first commenced the system of common schools and had for a century and a half maintained a teacher for a period in each year in no case less than six months, and in a majority of instances for eleven months"—a new corporate body, first provided for in 1795, and known after 1798 as a school society, "with territorial limits sometimes coextensive with a town, in some cases embracing part of a town, and in other parts of two or more towns." "For a time," says Dr. Barnard, "the effect of this change was not apparent, but coupled with a change in the mode of supporting schools, provided for about this time by public funds, and dispensing with the obligation of raising money by tax, the results were disastrous." Virtually it was the substitution of what is now known as the district system for the town system, or the township system, as would be said in the West. Each society appointed a suitable number of persons, not exceeding 9, to be overseers or visitors of schools, with power to examine and certificate teachers, and in general to manage the schools.

The Latin or Grammar schools now ceased to be obligatory, but every school society might, by a vote of two-thirds of the inhabitants present in any legally held meeting, establish a high school for the common benefit of all the inhabitants, "the object of which shall be to perfect the youth admitted therein in reading and penmanship, to

instruct them in the rudiments of English grammar, in composition, in arithmetic and geography, or, on particular desire, in the Latin and Greek languages, also in the first principles of religion and morality, and in general to form them for usefulness and happiness in the various relations of social life."

In 1799 the powers of the school districts were more clearly defined, and at the same time the school societies were given larger powers over them. The character of the school society is more closely indicated by the following code and regulations for the schools in Farmington, adopted in 1796. It now appears that the society was neither a town nor a parish, but an independent political unit existing for an educational purpose.

Voted the following regulations for schools in the first society of Farmington:

1. There shall be appointed in the meeting of the school society a suitable number, not exceeding nine, of discrete persons of competent skill in letters and science, to the overseers of all the schools in said society, during the pleasure of the society, and to exercise the powers and perform the duties hereinafter described, which overseers shall meet the first Monday of October, November, and December annually, and oftener if they think proper.

2. The district committee in the several school districts shall in no case contract with any person to keep a school within any such district without the consent and approbation of the overseers, or a major part of them, in a regular meeting of the said overseers first had or obtained.

3. The overseers will take care that no persons be employed as schoolmasters in the society except such as have a thorough acquaintance with the best mode of instructing children in spelling and reading the English language, in the principles of English grammar, and in a good handwriting, and who are persons of reputation and good moral character.

4. It is expected that the overseers will introduce into schools, besides Webster's Institute in all its parts, as great a variety of reading, both in prose and verse, as the circumstances of the people will admit; among these Dwight's Geography, by question and answer, for its cheapness and simplicity, would be highly proper as an easy introduction to that branch of science; and common newspapers would be of great use; also see that the Bible is statedly read by those forms who are capable of it, at least as the closing exercise in the afternoon, and with marks of reverence and respect as the word of God, and that the master of the respective schools close the whole at night with prayer.

5. It shall be the duty of the overseers, at least two of them together, to visit all the schools in the society quarterly or oftener, if they think proper, to take notice of the proficiency of the scholars, and to excite in them a laudable emulation; and they will from time to time give such general or special rules or directions, not inconsistent with these regulations, as they shall think proper, with regard to the mode of instructing and governing the schools, so as best to improve the children in letters, in morals, and in manners; and if they judge fit they may, at the expense of the society, distribute small premiums of trifling value to such as they shall find, by their own observations or by information of the masters, to excel in either of the aforesaid respects, or to enable the master himself to do it, as they shall think best; and the said overseers will, at their discretion, from time to time, appoint public exercises for such of the children in the several schools as may have made the best proficiency either in reading, spelling, speaking, rehearsing, composing, or such like exercises, either in the schools separately or in a general meeting, and confer on such as most deserve it some honorary mark of distinction.

6. In addition to the separate districts which are or may be made the society shall be one entire district, for the purpose of maintaining and supporting a school for the further instruction of those children and youth of both sexes who have passed through the ordinary course of learning in the common schools, to be kept near the center of the society, which school shall be under the superintendency and direction of the aforesaid overseers in the same manner as the common schools are. The object of the said school shall be to perfect the youth admitted therein in reading and in the grammar of the English tongue, and to instruct them in geography, arithmetic, composition, and speaking, or any of them; also in the whole course of instruction to impress their minds with a just sense of their duty to God, to their parents and instructors, to one another, and to society, and in general to prepare them to act well in the various relations of social life. The directions for reading the Bible and prayer in the common schools shall equally apply to this.

7. No youth shall be admitted as a pupil in the said school unless such youth is accurate in a good degree in spelling and reading the English tongue, and has acquired a good handwriting, and has attained to such maturity in years and understanding as to be able with profit to pursue the course of learning taught in said school, and upon examination before the major part of the said overseers shall be by them judged qualified for admission. And if a greater number of pupils shall be admitted than can well be accommodated or instructed, in the judgment of the overseers, in such case they shall limit the number who shall attend at a time, and direct all the pupils, in a certain order of rotation, by them appointed, to attend the school, so as all may have an equal benefit.

8. That the powers and duties of the overseers with respect to said school, relative to the appointment of the master, relative to the instruction and government thereof, relative to its visitation, encouragement, and public exercises, shall be the same as in respect to common schools.

9. The said school shall from time to time draw its share of all the public moneys appropriated to the use of schools within the society, to be made up out of the shares of the respective districts, according to the number of pupils in such school from such districts, when compared with the number of children, such districts computing from four to fourteen years of age.

Similar regulations were adopted in other towns.

Dr. Barnard takes leave of his subject in the following paragraph:

In closing this important period of our school history it may be well to repeat that up to 1798 the law enforced the keeping of school in towns or societies of more than 70 families for eleven months of the year, and in those of less than seventy, for at least one-half the year. It also enforced the keeping of a grammar school in the head town of the several counties. It imposed a tax, collectible with other public taxes, for the support of schools, and limited its benefits to such towns or societies as kept their schools according to law. There are no official documents respecting the condition of the schools themselves, but from the testimony of men who were educated in the common schools prior to 1800 it appears that the course of instruction was limited to spelling, reading, writing, and the elements of arithmetic, but that these studies were attended to by all the people of the State; so that it was rare to find a native of Connecticut "who could not read the Holy Word of God and the good laws of the State." These schools, such as they were, were the main reliance of the whole community for the above studies. There were but few private schools, except to fit young men for college, or carry them forward in the higher branches of an English education. The books used were few and imperfect, but uniform. The supervision of the schools by the selectmen was considered a part of their town office, and by the clergy as a regular part of their parochial duty.

Down to a half century ago Connecticut men boasted that theirs was the best educated commonwealth in the Union. Dr. Jedediah Morse wrote in 1797: "A thirst for learning prevails among all ranks of people in the State. More of the young men of Connecticut, in proportion to their numbers, receive a public education than in any of the States."[1] And Dr. Horace Bushnell said in 1851: "The late Hon. James Hillhouse, when he was in Congress, ascertained that 47 of the members, or about one-fifth of the whole number in both Houses, were native-born sons of Connecticut. Mr. Calhoun assured one of our Representatives, when upon the floor of the House with him, that he had seen the time when the natives of Connecticut, together with the graduates of Yale College there collected, wanted only 5 of being a majority of that body."[2] The present Commissioner of Education, himself a Connecticut born and educated man, has said: "Before 1837 Connecticut surpassed the other States in the education of its people."[3]

IV. THE COMMON SCHOOL FUND OF CONNECTICUT.

1. Preliminary history, including an act establishing funds for the support of the ministry and schools of education, passed in 1793.—2. An act appropriating the moneys which shall arise on the sale of the Western lands belonging to this State, passed 1795.—3. Subsequent history of the fund.

Connecticut was the first of the States to establish a permanent common school fund. This was done in 1795; New York did not take her first step in that direction until 1805, and Massachusetts not until 1834. The national land ordinance of 1785 had dedicated one thirty-sixth part of the Western territory, then in possession of the Government, to common schools, and the contracts for lands made with the Ohio Company of Associates and Judge Symmes in 1787 confirmed the dedication so far as their sales were concerned; but this was the extreme point that the development of the national policy reached until 1802. Again the Connecticut fund became available for school purposes in 1799, while no Western State derived any immediate advantage from its school lands until some years after that time. These facts give to the history of the Connecticut fund a peculiar interest.

When Connecticut made her cession of Western lands to the General Government in May, 1786, she retained or reserved the territory bounded as follows: North by the international boundary; east by Pennsylvania; south by the forty-first parallel of north latitude; west by a line parallel to the western boundary of Pennsylvania and distant from it 120 miles. The disposition to be made of the territory reserved, known in history as the "Connecticut Western Reserve," "New Connecticut," and the "Western Reserve," embracing between 3,000,000

[1] American Gazetteer, article, Connecticut.

[2] Historical Estimate of Connecticut. (See Annual Report of the Board of Education. 1876, pp. 52, 53.)

[3] Preface to Dr. Pickard's School Supervision.

and 4,000,000 acres, became immediately a State question, that continued to attract attention for the nine ensuing years. An act was passed in October, 1786, authorizing the sale of a portion of the lands. This act gave 500 acres of good land in every town (5 miles square) to the public for the support of the gospel ministry, the same quantity for the support of schools, and 240 acres in fee simple to the first gospel minister who should settle in the township. But the sale of only 24,000 acres was made in pursuance of this legislation.[1] In 1792 the general assembly gave 500,000 acres, lying across the western end of the territory, to the citizens of eight enumerated Connecticut towns, who had suffered loss of property in the Revolution from the numerous expeditions of the British into the State.

In October, 1793, the assembly created a committee of eight persons, whom it authorized to sell the remaining lands on certain specified terms and conditions, and at the same time took the following action:

AN ACT establishing funds for the support of the ministry and schools of education.

Be it enacted, &c., That the monies arising from the sale of the territory belonging to this State, lying west of the State of Pennsylvania, be, and the same is hereby, established a perpetual fund, the interest whereof is granted and shall be appropriated to the use and benefit of the several ecclesiastical societies, churches, or congregations of all denominations in this State, to be by them applied to the support of their respective ministers or preachers of the gospel and schools of education, under such rules and regulations as shall be adopted by this or some future session of the general assembly.

An earlier proposition was to devote the funds wholly to the gospel ministry.

This act was not passed without strong opposition in the assembly. Its passage led at once to a widespread, spirited, and even acrimonious discussion, in which the press, the pulpit, the platform, the town meeting, and the legislature all participated. The points of attack were several, as that the act had been hastily passed, without due consideration; that there was no need of disposing of the proceeds of the lands until they had been first sold; that the proceeds could be put to a better use, as paying off the State debt, improving the roads, and promoting agriculture and internal improvement; that the funds should be wholly devoted to education; that they should be given to Yale College; and especially that it was improper and invidious to put the interest of the accruing fund at the disposal of the ecclesiastical societies for the purposes named.

In the section of this chapter devoted to school legislation in Connecticut the relation of ecclesiastical societies to public education at that time has been pointed out. Here it is sufficient to say that there was a strong anti-church feeling in the State, and, moreover, that the church, or religious influence, was sharply divided into the congrega-

[1] Made to Gen. S. H. Parsons, and lying on the Mahoning River. See Hist. Coll. Mahoning Valley, Vol. I, pp. 149–151.

tional, orthodox, or established church, and the heterodox or non-established interest, consisting of various dissenting bodies. The regular clergy were strongly assailed, charged with exerting an undue influence in public affairs, and particularly with having influenced or procured this particular act of legislation. For example, the inhabitants of Cheshire, legally assembled in town meeting on the second Friday of December, 1794, voted, among other things:

We also believe the same appropriation to be an introductory step toward establishing a certain and permanent civil provision for a certain and permanent sacerdotal order; a provision which, in other ages and nations, has gone forward and proclaimed that the downfall of liberty and pure religion was hastening after, and of course a provision against which the experience of ages admonished us to guard with a jealous eye.

The same line of attack is followed by a writer in the American Telegraph, Newfield, May 27, 1795, who propounds the following questions:

(1) For what purpose does the State pay from two to three hundred dollars annually for refreshing and dining the clergy who assemble at elections?

(2) What part of their official duty calls them there?

(3) Whether the spiritual good of men are the objects of their greatest good on such occasions?

(4) Whether an order of men, exempt from all public taxes, and profoundly devoted to the service of the altar, intermeddling in the affairs of government, and in continual progression extending and advancing their secret influence in every department of the State, is not a growing and dangerous aristocracy?

(5) Whether the extraordinary and unprecedented exertion of the clergy to effect a measure of government in their own favor against the will of the people is not sufficient to excite suspicion and even to cause universal alarm?

Various propositions to repeal the act or to modify it were introduced into the assembly from time to time. In the mean time the lands were not sold. At its May session, 1795, the assembly passed a new act making new terms of sale, and the same day put an end to the heated controversy in relation to the destination of the proceeds by passing the following act, which created the State school fund:

AN ACT appropriating the monies which shall arise on the sale of the Western lands belonging to this State.

1. *Be it enacted, &c.*, That the principal sum which shall be received on the sale of the lands belonging to this State lying west of Pennsylvania shall be and remain a perpetual fund for the purposes hereafter mentioned in this act, to be loaned or otherwise improved for these purposes as the general assembly shall direct, and the interest arising therefrom shall be, and hereby is, appropriated to the support of schools in the several societies constituted, or which may be constituted, by law within certain local bounds within this State, to be kept according to the provisions of law which shall from time to time be made, and to no other use or purpose whatsoever, except in the case and under the circumstances herçafter mentioned in this act.

2. *Be it further enacted*, That the said interest, as it shall become due from time to time, shall be paid over to the said societies in their capacity of school societies according to the list of polls and ratable estate of such societies respectively, which shall, when such payment shall be made, have been last perfected.

3. *Provided nevertheless and be it further enacted*, That whenever such society shall, pursuant to a vote of such society, passed in a legal meeting, warned for that pur-

pose only, in which vote two-thirds of the legal voters present in such meeting shall concur, apply to the general assembly requesting liberty to improve their proportion of said interest, or any part thereof, for the support of the Christian ministry, or the public worship of God, the general assembly shall have full power to grant such request during their pleasure; and in case of any such grant, the school society shall pay over the amount so granted to the religious societies, churches, or congregations of all denominations of Christians within its limits, to be proportioned to such societies according to the lists of their respective inhabitants or members, which shall, when such payment shall from time to time be made, have been last perfected; and in case there shall be in such school society any individuals composing a part only of any such religious society, church, or congregation, then the proportion of such individuals shall be paid to the order of the body to which they belong by the rule aforesaid, and the monies of such individuals shall be discounted from their ministerial taxes or contributions, and in that way inure to their exclusive benefit, and the monies so paid over shall be applied to the purposes of the grant, and to no other whatsoever.

4. *Be it further enacted*, That if any society, church, or congregation shall apply any of the aforesaid monies to any other use or purpose than those to which they shall or may have a right to apply them pursuant to this act, such society, church, or congregation shall forfeit and pay a sum equal to that so misapplied to the public treasury of this State.

5. *Be it further enacted*, That all the inhabitants living within the limits of the located societies who by law have, or may have, a right to vote in town meetings, shall meet some time in the month of October annually, in the way and manner prescribed in the statute entitled, "An act for forming, ordering, and regulating societies," and, being so met, shall exercise the powers given in, and by said act, in organizing themselves and in appointing the necessary officers, as herein directed, for the year ensuing, and may transact any other business on the subject of schooling in general, and touching the monies hereby appropriated to their use in particular, according to law, and shall have power to adjourn from time to time, as they shall think proper.

6. *Be it further enacted*, That the inhabitants or members of the several religious societies, churches, or congregations aforesaid, who have the right by law to vote in their respective meetings on the subject of the ministry and the public worship of God, shall assemble themselves some time in the month of December annually, or at such other time as they shall judge convenient, and may organize themselves and appoint the necessary officers as in said act is directed, all in the way and manner therein prescribed, with power to adjourn from time to time, as they may think proper, and in any of their said meetings they shall have power to transact any business relating to the ministry and the public worship of God according to law, but shall have no power to act on the subject of schooling, any law, usage, or custom to the contrary notwithstanding.

7. *Be it further enacted*, That an act passed Oct., 1793, entitled, "An act for the establishing a fund for the support of the gospel ministry and schools of education" be, and the same is hereby, repealed.

October 14, 1795, the committee appointed to sell the lands reported to the assembly that it had effected a sale for $1,200,000. Some further points relating to the history of the fund may be found in the following summary:

The first apportionment of the income among the school societies was made in 1799. The interest had been allowed to accumulate, and amounted in March, 1799, to $60,403.78. In March, 1800, the dividends were $23,651. Up to this date the fund had been managed by the com-

mittee that negotiated the sale; but in 1800 the management was intrusted to a committee or board of managers, 4 in number. In the course of thirteen years the interest divided and paid out to the societies amounted to $456,757.44, being an average of $35,135.18 per annum.

In 1809, at the October session, it appeared from the report of the managers that a large amount of interest was unpaid, and that the collateral securities of the original debts were not safe. In view of these facts a committee of the legislature recommended that the management of the fund should be intrusted to one person, and that efficient measures should be adopted to save the capital as well as interest from loss. In 1810, at the May session, the Hon. James Hillhouse, then a member of the United States Senate, was appointed sole commissioner of the school fund. Mr. Hillhouse immediately resigned his post in the Senate and entered on the duties of his new office. He found that the capital consisted chiefly of the debts due from the original purchasers of the Western Reserve and the substituted securities which had been accepted in their stead. These securities had in the course of fifteen years, by death, insolvency, and otherwise, become involved in complicated difficulties. The interest had fallen greatly in arrears, and in many cases nearly equaled the principal. The debtors were dispersed in different States. Without a single litigated suit, or a dollar paid for counsel, he reduced the disordered management to an efficient system, disentangled its affairs from loose and embarrassed connections with personal securities and indebted estates, rendered it productive of a large, regular, and increasing dividend, and converted its doubtful claims into well-secured and solid capital. During the fifteen years of his administration the annual dividend averaged $52,061.35, and the capital was augmented to $1,719,434.24. The amount of the interest that he divided was $780,920.24, which, added to the sum of $456,757.44, previously divided, made an aggregate of $1,237,677.68. The policy thus inaugurated by Mr. Hillhouse was continued by his successor, Hon. Seth P. Beers, who was appointed commissioner in 1825, and held the office till May, 1849, when he resigned. During his administration, by judicious sales and management of lands which came into his possession as forfeited securities, the capital of the fund was increased from $1,719,434.24 to $2,049,482.32; and the income from $72,418.30 to $133,366.50, being an average of $97,815.15 per annum. From 1849 to 1859 there were six different commissioners, but no change followed in the management or prosperity of the fund—the productive capital of which, according to the report of Hon. Albert Sedgwick, dated April 16, 1859, amounted to $2,043,372.01, yielding an income for the year of $142,303.42, or $1.30 for the benefit of each child in the State between the ages of 4 and 16. The entire income of the fund from 1799 to 1859 amounted to $4,940,988.29, besides paying the expense of its management. "We know not in the whole history of public funds or trust estates," says Dr. Barnard, "another instance so creditable to

the economy, fidelity, and practical judgment of the persons intrusted with its management for a period of sixty years." The Connecticut State Report for 1890 gave the fund as $2,023,753.83.

AUTHORITIES.—H. B. Adams: Maryland's Influence upon Western Lands Cessions, Baltimore, 1885. This monograph treats the subject from a new and interesting point of view. B. A. Hinsdale: The Old Northwest, New York, 1888. (See Chaps. XI., The Northwestern Land Claims; XII., XIII. The Northwestern Cessions; XIX. The Connecticut Western Reserve.) G. W. Knight touches the subject of this section in his History and Management of Lands Grants for Education in the Northwest Territory, Part 1, I. A. (See Papers of the American Historical Association, Vol. 1, No. 3.) Dr. Henry Barnard's History of the School Fund of Connecticut, originally published as a separate document, but now found in the American Journal of Education, Vol. VI., pp. 367–425, is marked by the author's usual thoroughness. The acts of 1793 and 1795 are transcribed from this source. (See pp. 376, 412, 413.) The Annual Report of the Board of Education of the State of Connecticut for the year 1876 contains valuable material, particularly The History of Public Education in the State.

V. PENNSYLVANIA LEGISLATION.

I. PENN'S COLONY: *The frame of government, 1682; the law of 1682; educational chapter of the "great law," 1682; frame of government, 1683; educational chapter of the laws of 1683; entry in records in court of quarter sessions held at Chester, 1702–3; extract from Governor Markham's frame of government; extract from records of a council held at Philadelphia, 1683; records relating to the Friends' public school, 1693, 1705; petition for a charter for said school, 1697.*

II. *Notes on the history of education in the Connecticut settlements in the Wyoming Valley, with records.*

I. PENN'S COLONY.

Next to Massachusetts and Connecticut there was more educational activity of the kind that leaves traces in the statute book in Pennsylvania than in any other State. No other State had such a diversified and incongruous population; this may be divided in general into three groups—the Quakers, the German colonists, and the Connecticut settlers in Wyoming. Dr. J. P. Wickersham deals with these groups and with the whole subject very comprehensively in his History of Education in Pennsylvania, Private and Public, Elementary and Higher, from the time the Swedes Settled on the Delaware to the Present Day. (See Chaps. II, III, IV.)

The Quakers and the Connecticut men alone furnish material for our inquiry.

The characteristic religious tenet of the Quakers, who founded the Commonwealth, is faith in individual inspiration, or the doctrine of the inner light. "The mystery of the incarnation does not puzzle the Quaker," says the author just mentioned; "as he believes that God

is in some measure incarnate in every soul that breathes, he readily rises to the conception of a soul completely filled with the divine influence, the God-man."

Evidently such a faith as this may affect education in either one of two ways. It is likely to fill narrow and ignorant minds with such a sense of their present sufficiency as will prove a serious bar to schools, to study, and to mental cultivation; while it is likely to inspire the broad-minded and the intelligent with high ideals and to energize them to make strenuous efforts. Fortunately the Quakers, for the most part, have illustrated the second of these tendencies. With his "view of the possibilities of human nature," says Dr. Wickersham, the Quaker "deems it his duty to make himself, body and mind, a fit temple for the indwelling of the Divine Spirit. Hence, to be consistent with himself, he must be a friend to all art that purifies and ennobles, to all science that broadens and enriches, and to all education that instructs, develops, and perfects. If at any time the Society of Friends, or its individual members, have seemed to discourage education, it was either because the logic of their religious doctrines was not fully understood, or because they feared the effect of that abuse of learning which 'puffeth up,' magnifies self, and in its self-importance refuses to give heed to the humble teachings of the 'still small voice' in the soul." (Pp. 24–23.)

William Penn was a liberally educated as well as a broad-minded man. He shared to the full the most enlightened sentiments of the society to which he belonged. Liberal extracts could be made from his writings showing that in respect to education he was far in advance of his time. Just before leaving England for America Penn wrote to his wife as follows about the education of his own children:

> For their learning be liberal; spare no cost; for by such parsimony all is lost that is saved; but let it be useful knowledge, such as is consistent with truth and godliness, not cherishing a vain conversation or idle mind; but ingenuity mixed with industry is good for the body and mind too. I recommend the useful parts of mathematics, as building houses or ships, measuring, surveying, dialling, navigation; but agriculture is especially in my eye. Let my children be husbandmen and housewives; it is industrious, healthy, honest, and of good example.

At a later day he wrote concerning his American province:

> Upon the whole matter I undertake to say that if we would preserve our Government we must endear it to the people. To do this, besides the necessity of presenting just and wise things, we must secure the youth; this is not to be done but by the amendment of the way of education, and that with all convenient speed and diligence. I say the Government is highly obliged; it is a sort of trustee for the youth of the Kingdom, who, though minors, yet will have the Government when we are gone. Therefore, depress vice and cherish virtue, that through good education they may become good, which will truly render them happy in this world and a good way fitted for that which is to come. If this is done, they will owe more to your memories for their education than for their estates.

Naturally, therefore, in the frame of government or charter that he drew up for his colony, written in England early in 1682, he made provision for education as follows:

Twelfth. That the governor and provincial council shall erect and order all public schools and encourage and reward the authors of useful sciences and laudable inventions in the said province. * * *

And, fourthly, a committee of manners, education, and arts, that all wicked and scandalous living may be prevented, and that youth may be successively trained up in virtue and useful knowledge and arts.

The following also was one of the laws agreed upon in England:

Twenty-eighth. That all children within this province of the age of twelve years shall be taught some useful trade or skill, to the end none may be idle; but the poor may work to live, and the rich, if they become poor, may not want.

These provisions were duly accepted by the colony. Moreover on December 4, 1682, the first general assembly of the colony sat at Chester. Chapter LX of the "Great Law" that it enacted contained this provision with respect to education:

That the laws of this province from time to time shall be published and printed, that every person may have the knowledge thereof; and they shall be one of the books taught in the schools of this province and territories thereof.

The frame granted to the colony in 1683 contained a provision relating to education not found in that of the previous year. After stipulating that the governor and provincial council shall erect and order all public schools it proceeds—

That one-third part of the provincial council, residing with the governor, from time to time shall, with the governor, have the care of the management of public affairs relating to the peace, justice, treasury, and improvement of the province and territories, and to the good education of youth, and sobriety of the manners of the inhabitants therein as aforesaid.

Chapter CXII of the laws enacted by the second assembly, which sat in Philadelphia March 10 of the same year, reads as follows:

And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth—

Be it enacted, etc., That all persons in this province and territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they attain to twelve years of age; and that then they be taught some useful trade or skill, that the poor may work to live, and the rich, if they become poor, may not want; of which every county court shall take care. And in case such parents, guardians, or overseers shall be found deficient in this respect, every such parent, guardian, or overseer shall pay for every such child five pounds, except there should appear an incapacity in body or understanding to hinder it.

This was providing (1) that all children should be taught to read and write by the time that they were 12 years of age; (2) that they should be taught some useful trade or skill; and (3) that compulsion should be resorted to if necessary in order to accomplish universal education. For some reason this law, so far in advance of the ideas then current,

was disapproved of by William and Mary, but it was reenacted by the governor and assembly in 1793. Dr. Wickersham thinks that it became a dead letter, because it was omitted from subsequent frames of government. He supposes, however, that it was enforced for a time, and refers to the records of the early courts for proof. The following entry is one of many that might be quoted:

At a court of quarter sessions held at Chester, for said county, on the twenty-third day of the 12th mo., 1702–3, Robert Sinkler petitioned this court that his present master John Crosby was to teach him to read and write, which he hath not freely performed, ordered that John Crosby put the said servant to school one month, and to instruct his said servant another month.

The frame of government granted by Governor Markham, 1696, contained the following provisions:

That the governor and council shall erect and order all public schools and encourage and reward the authors of useful sciences and laudable inventions in the said province and territories.

That the governor and council shall from time to time have the care of, the management of, all public affairs relating to the peace, safety, justice, treasury, trade, and improvement of the province and territories, and to the good education of youth, and sobriety of the manners of the inhabitants therein as aforesaid.

That the provincial authorities were not slow to take practical action is shown by these records:

At a Council held at Philadelphia, ye 26th of ye 10th month, 1683. Present: Wm. Penn, Propor & Govr., Theo. Holmes, Wm. Haigue, Lasse Cock, Wm. Clayton.

The Govr and Provll Councill having taken into their Serious Consideration the great Necessity there is of a School Master for ye instruction & Sober Education of youth in the towne of Philadelphia, Sent for Enock flower, an Inhabitant of the said towne, who for twenty Year past hath been exercised in that care and Imployment in England, to whom haveing Communicated their Minds, he Embraced it upon the following Terms: to Learne to read English 4s by the Quarter, to Learne to read and write 6s by ye Quarter, to learne to read, Write and Cast accot 8s by ye Quarter; for Boarding a Scholler, that is to say, dyet, Washing, Lodging, & Scooling, Tenn pounds for one whole year.

The Friends' Public School of Philadelphia, now known as the William Penn Charter School, dates from 1689. The original name bore the current English sense of the name public school. The following records relate to the master of this school:

August 1, 1693: Thomas Meaking, keeper of the free school in the town of Philadelphia, being called before the lieutenant governor and council, and told that he must not keep school without a license. Answered that he was willing to comply, and to take a license. Was therefore ordered to procure a certificate of his ability, learning, and diligence from the inhabitants of note in this town by the sixteenth instant, in order to the obtaining a license, which he promised to do.

December, 1699: Thomas Makin voted to be clerk of this assembly, at 4s per day. * * *

1705, November 3d: The petition of Thomas Makin, complaining of damage accruing to him by the loss of several of his scholars by reason of the assembly's using the school house so long—the weather being very cold—ordered that he be allowed the sum of three pounds over and above the sum of twenty shillings this house formerly allowed him for the same consideration.

The Friends' Public School was chartered in response to a petition addressed to the governor and council dated December 10, 1697.

The following quotation shows the spirit of the document:

The humble petition of Samuel Carpenter, Edward Shippen, Anthony Morris, James Fox, David Lloyd, William Southby, and John Jones, in the behalf of themselves and the rest of the people called Quakers who are members of the Monthly Meeting, held and kept at the new Meeting-house, lately built upon a piece of ground fronting the High street, in Philadelphia aforesaid, obtained of the present Governor by the said people, sheweth: That it hath been and is much desired by Many, that a school be set up and upheld in this town of Philadelphia, where poor children may be freely maintained, taught and educated in good literature, until they be fit to be put out apprentices or capable to be masters or ushers in the said school. And forasmuch as by the laws and constitutions of this government, it is provided and enacted, that the Governor and Council shall erect and order all public schools, and encourage and reward the authors of useful sciences and laudable inventions, in the said Province and Territories; therefore, may it please the Governor and Council to ordain and establish that at the said town of Philadelphia, a public school may be founded, where all children and servants, male and female, whose parents, guardians, and masters be willing to subject them to the rules and orders of the said school, shall from time to time, with the approbation of the overseers thereof for the time being, be received or admitted, taught and instructed; the rich at reasonable rates, and the poor to be maintained and schooled for nothing. And to that end a meet and convenient house or houses, buildings and rooms, may be erected for the keeping of the said school, and for the entertainment and abode of such and so many masters, ushers, mistresses and poor children, as by the order and direction of the said Monthly Meeting shall be limited and appointed from time to time.

II. THE WYOMING VALLEY.

As bounded by the charter of 1662, Connecticut extended westward on the parallel of 41° north latitude to the South Sea. Two years later Charles II, author of this charter, gave to his brother James, Duke of York, the Dutch province of New Netherlands, thus jumping the Connecticut grant. Moreover, the charter which the same King gave to William Penn in 1681 bounded Pennsylvania on the north by the beginning of the three and fortieth degree of northern latitude, which was finally adjudged to mean the forty-second parallel, thus jumping Connecticut a whole degree from the Delaware River five degrees westward. Connecticut yielded to the inevitable in the Hudson Valley and in New Jersey; but in due course of time she prepared to contest with Pennsylvania the possession of the overlapped degree beyond the Delaware. Settlers from Windham County, Conn., began to migrate to the Wyoming Valley while the French and Indian war was in progress, but permanent settlements were not effected until about 1769. These operations were conducted principally under the auspices of the Susquehanna Company, which was at first a private affair, but was afterwards incorporated and protected by the State. There now ensued a most interesting passage in the history of Western colonization, with which we are not concerned. In time 17 townships, known in Pennsylvania history as the "certified townships," were surveyed and occupied.

In 1782 a Federal court adjudged the territory in dispute to Pennsylvania. Up to that time the settlers had been subject to the jurisdiction of Connecticut. This first population, subsequently strongly reenforced from home, gave to the region in the midst of which it is placed, and in fact to the whole State, an educational impress that it has never lost.[1]

Dr. Wickersham speaks of the system of free public schools that the Connecticut settlers established in the valley of the Wyoming as having an important bearing upon subsequent educational history. Pennsylvania, as a province, he says, of course had nothing to do with establishing these schools; in principle they were an advance upon the schools then existing in Connecticut, and in most essential respects were similar in design and management to the public schools of the present day. This influence, as well as the Connecticut man's alertness to education at the time, is well illustrated by the first action in relation to schools that was taken, as follows:

> At a meeting of the Susquehanna Company, held at Hartford, Conn., 28th December, 1768, it was voted to lay out 5 townships of land within the purchase of said company on the Susquehanna of 5 miles square each; that the first 40 settlers of the first town settled and 50 settlers of each of the other towns settled shall divide the towns among themselves, reserving and appropriating 3 whole shares or rights in each township for the public use of a gospel ministry and the schools in each of said towns, and also reserving for the use of said company all beds and mines of iron ore and coal that may be within said townships.
>
> It was also voted to grant to Dr. Eleazer Wheelock a tract of land in the easterly part of the Susquehanna purchase 10 miles long and 6 miles wide for the use of the Indian school under his care: *Provided,* He shall set up and keep said school on the premises.

The Indian school was not established. Dr. Wheelock became the founder of Dartmouth College instead. The other features of the plan were speedily carried out. Premising the observation that this interesting chapter really belongs to the history of education in Connecticut, we may permit Dr. Wickersham to tell the story. His account is here considerably abridged.

The 3 shares in each township, amounting to 960 acres, were devoted mainly to schools, but in part to the support of the ministry. The funds arising from the sale of the lands, as in so many other similar cases, were badly managed; but in some townships they still exist and are applied to the original purpose. The New England town-meeting plan of managing schools and other town affairs was followed. The mode of proceeding is thus described:

> A school meeting was called by public notices posted in the district. The inhabitants of the district met and elected, in their own way, three of their number to act as a school committee, which committee hired teachers and exercised a general supervision over the schools. The teacher was paid by the patrons of the school in proportion to the number of days they had been sent to school. A rate bill was made out by the teacher and handed to the committee, who collected the money.

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[1] See Hinsdale, The Old Northwest, Chap. VII; also Wickersham, Chap. IV.

There was also a township fund raised by taxation that was drawn upon to build schoolhouses and pay teachers. A local historian has disinterred from the old records such minutes as the following:

> At a town meeting held in Wilkesbarre, August 23, 1773, a vote was passed "to raise three pence on the pound on the district list to keep a free school in the several school districts in the said Wilkesbarre." A subsequent meeting, "especially warned, adopted measures for keeping open free schools, one in the upper district, one in the lower, and one in the town plot." (Wickersham, p. 76.)

A town meeting in Kingston, held December 21, 1773, voted that a committee of three, the men being duly named, be appointed to divide the town into three districts for keeping of schools. The other townships passed similar votes, thus recognizing the fundamental principles of all true systems of public instruction—the common education of all classes, schools supported by a general fund or a tax on property, local management and responsibility.

There appears to have been also a general county educational organization. Thus, at a general meeting of the settlers, held December 6, 1774, it was voted that 15 men, duly named, be chosen as a school committee for the ensuing year. The Wyoming settlement influenced the educational history of the State in three ways: (1) The system of schools first established there continued in operation to the time of the adoption of the State common school system in 1834, when, with little change and no disturbance, it was merged into it; (2) as the nearest approach to our modern public schools of any class of schools then known in Pennsylvania, these Connecticut schools exercised considerable influence in shaping the school legislation which culminated in the act of 1834; (3) it was one of the Wyoming men, Timothy Pickering, so well known in our national history, who in the constitutional convention of 1790 secured the adoption of the article on education upon which was subsequently based the whole body of laws relating to common schools in Pennsylvania up to the year 1834, and by so doing saved the convention from the threatened danger of committing itself to a much narrower policy.

VI. CONGRESSIONAL LAND GRANTS FOR COMMON SCHOOLS AND UNIVERSITIES.

The land ordinance of May 20, 1785; the ordinance of 1787; Article III of compacts; powers to the board of treasury, July 23, 1787; enabling act for Ohio, April 30, 1802; Ohio school lands vested in the State legislature, March 3, 1803; grant of lands made to Michigan for schools, June 23, 1836; act to establish the Territorial government of Oregon, August 14, 1848; act to appropriate lands for the support of schools in certain townships and fractional townships not before provided for, May 20, 1826; extracts from acts appropriating university lands to Michigan, 1826, 1836; provisions of the enabling acts for the States of North Dakota, South Dakota, Montana, and Washington, February 22, 1889; resolutions adopted by the general assembly of Maryland.

The Government of the United States is one of delegated powers. Not only is the Constitution framed on this theory, but the ninth amendment expressly declares: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Among the powers delegated, the establishment of schools and the provision of education are not found. The words do not occur in the document. Accordingly, whatever power Congress has in the premises must be sought in the implications of the Constitution as interpreted by history. Propositions relative to the establishment of a national university were brought forward in the Federal Convention of 1787, but only to be rejected. But while the Constitution confers upon Congress no direct power over the subject of education and schools, that body has still legislated upon the subject in several different directions. Its earliest legislation dedicated public lands to the support of common schools and seminaries of learning.

Gifts of lands for the creation and maintenance of schools and other institutions of learning were a well-established practice in Europe and in England long before the settlements of Jamestown and Plymouth were made, and the American colonies very naturally adopted it. Thus, in 1677, the general court of Connecticut voted 600 acres of land forever to each of the four counties of the Commonwealth for the support of grammar schools in the county towns. At a later day the new States and the General Government pursued a similar policy.

At the opening of the Revolutionary war the States of Massachusetts, Connecticut, New York, Virginia, North Carolina, South Carolina, and Georgia claimed the whole West north of parallel 31°, extending to the Mississippi River and the Great Lakes. These claims the other States disputed, on the ground that the Western lands must be won from a common enemy by common efforts, and that they should therefore inure to the common benefit. Time told more and more in favor of the nationalization of these lands, and ultimately the claimant States ceded the major part of them and the jurisdiction of the whole to the nation. The Northwestern cessions were made in the period 1781–1786; the Southwestern cessions somewhat later. These cessions threw upon

Congress the disposition of the Western territory, with the exception of Kentucky and Tennessee, its settlement and government. As the War of Independence drew to its end, both statesmen and soldiers in the Federal Army began to turn their attention to the region northwest of the Ohio River as a theater for colonization. In April, 1783, Col. Timothy Pickering drew up certain propositions for settling a new State by such officers and soldiers of the Federal Army as should associate for that purpose, said State to comprise all that part of the Northwest Territory lying east of the meridian line drawn 30 miles west of the mouth of the Scioto River and the Miami of the Lakes [the Maumee]. Pickering proposed that Congress should purchase this tract of the Indians, and then make grants according to a prescribed schedule to the officers and men entering into the association. One of these propositions contains the first suggestion extant of the future national educational land-grant policy, viz:

7. These rights being secured, all the surplus lands shall be the common property of the State, and be disposed of for the common good; as for laying out roads, building bridges, creating public buildings, establishing schools and academies, defraying the expenses of government, and other public uses.

This suggestion ripened into legislation two years later:

AN ORDINANCE for ascertaining the mode of disposing of lands in the Western territory. Adopted by Congress May 20, 1785.

Be it ordained by the United States in Congress assembled, That the territory ceded by individual States to the United States, which has been purchased of the Indian inhabitants, shall be disposed of in the following manner: * * * The surveyors, as they are respectively qualified, shall proceed to divide the said territory into townships of 6 miles square, by lines running due north and south, and others crossing these at right angles, as near as may be. * * *

The plats of the townships, respectively, shall be marked by subdivisions into lots of one mile square, or 640 acres, in the same direction as the external lines, and numbered from 1 to 36, always beginning the succeeding range of the lots with the number next to that with which the preceding one concluded. [That is, beginning in the northeast corner and numbering back and forth, west and east.] * * *

There shall be reserved the lot No. 16 of every township, for the maintenance of public schools, within the said township.

In 1787 the agents of the Ohio Company of Associates, a New England organization that had already projected a colony on the Ohio, resorted to Congress for a grant of lands and a constitution of government. This application led at once to two important enactments:

AN ORDINANCE for the government of the territory of the United States northwest of the River Ohio. Adopted by Congress July 13, 1787. Article III of Compacts.

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Powers to the board of treasury to contract for the sale of the Western territory. Adopted by Congress July 23, 1787.

The lot No. 16 in each township, or fractional part of a township, to be given perpetually for the purposes contained in the said ordinance [1785]. The lot No. 29, in each township, or fractional part of a township, to be given perpetually for the purposes of religion. * * * Not more than two complete townships to be given

perpetually for the purpose of a university, to be laid off by the purchaser or purchasers, as near the center as may be, so that the same shall be of good land, to be applied to the intended object by the legislature of the State.

These are the powers under which the sale of 1,500,000 acres of land, on the north side of the Ohio River, was made to the Ohio Company of Associates, represented by Manasseh Cutler and Winthrop Sargent, agents.[1]

It is a common misapprehenson that our educational land-grant policy originated in the ordinance of 1787. On the contrary, the sources of that policy are found in the land ordinance of 1785 and the powers to the board of treasury of 1787. Still it is true, as Mr. Poole has said, that "the ordinance of 1787 and the Ohio purchase were parts of one and the same transaction. The purchase would not have been made without the ordinance, and the ordinance could not have been enacted except as an essential condition of the purchase."[2]

The educational provisions of the land ordinance and of the powers to the board of treasury were purely specific in their application. The first related only to territory ceded by individual States and purchased by the United States of the Indians; the second, only to the sale of lands made to the Ohio Company. But the principles underlying those enactments have been progressively applied to all the public-land States; that is, to all the States west of the Allegheny Mountains, except West Virginia, Kentucky, Tennessee, and Texas. Commonly the grants have been made in the enabling acts relating to the admission of the several States into the Union.

ENABLING ACT for Ohio, approved April 30, 1802.

And be it further enacted, * * * That the section No. 16 in every township, and where such section has been sold, granted, or disposed of, other lands equivalent thereto and most contiguous to the same shall be granted to the inhabitants of such township for the use of schools * * * provided always, etc.[3] * * *

The reservation of school lands in the land ordinance, in the powers to the board of treasury, and in the enabling act for Ohio left unanswered the question of the mode of application. This question was, whether the public schools that the United States had endowed should be under national or State control. In the case of the university there could be no such question, for the act of 1787 expressly said the university lands should be applied to the intended object by the legislature of the State. By an act approved March 3, 1803, Congress disposed of the open question by vesting in the legislature all lands granted to Ohio for the use of schools "in trust for the use aforesaid, and for no other use, intent, or purpose whatever."[4]

[1] The land ordinance of 1785 is found in the Journals of the American Congress from 1774 to 1788, Vol. IV, pp. 520-522; the powers to the board of treasury to contract for the sale of the Western territory, ibid., Vol. IV, Appendix, pp. 17, 18.

[2] Dr. Cutler and the ordinance of 1787. North American Review, No. 251.

[3] Statutes at Large, Vol. II, p. 175.

[4] Statutes at Large, Vol. II, p. 225.

Grant of lands made to Michigan for schools, act approved June 23, 1836.

That section No. 16 in every township of the public lands within said State, and when such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the State for the use of schools.[1]

Previous to the admission of Michigan, one of two forms of grant had been followed. The Ohio form is that section No. 16 in every township "is granted to the inhabitants of such township, for the use of schools." The Illinois form is that the grant "is made to the State for the use of the inhabitants of such township, for the use of schools." The form of the grant for Michigan was an innovation that has been uniformly followed since that time. Under the Ohio and Illinois forms each Congressional township has its own separate fund; under the Michigan form there is one consolidated fund, the income of which is distributed according to school population. The latter practice is evidently more just, and also more conducive to safe and economical administration.[2] It is not surprising, therefore, that some of the older States have attempted to redistribute the township endowments.[3]

AN ACT to establish the Territorial government of Oregon. Approved August 14, 1848. Section 20.

That when the lands in the said Territory shall be surveyed under the direction of the Government of the United States, preparatory to bringing the same into market, sections numbered 16 and 36 in each township in said Territory shall be, and the same are hereby, reserved for the purpose of being applied to schools in said Territory, and in the States and Territories hereafter to be erected out of the same.[4]

This was the first act appropriating section No. 36 as well as No. 16 for the support of schools. California was the first State to receive the two sections to the township.

Congress has never voted lands for common schools save to the public-land States. But in these States, or rather in two or three of them, section No. 16 in certain tracts could not be dedicated to schools because the tracts themselves had been disposed of as wholes. Thus the Western Reserve in Ohio was exploited by Connecticut, as elsewhere related, and the Virginia Military District, in the same State, by Virginia. Then there were many fractional townships where the customary rule could not be applied. All such cases as these Congress in due time provided for by voting lands found in other localities. The following act, passed in 1826, provided in general for these cases:

CHAP. LXXXIII.—AN ACT to appropriate lands for the support of schools in certain townships and fractional townships, not before provided for.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That to make provision for the support of schools, in all townships or fractional townships for which no land has been heretofore appropriated

[1] Statutes at Large, Vol. V, p. 59.

[2] Judge Cooley gives the principal facts in regard to the form of the Michigan grant, in his "Michigan." Commonwealth series, pp. 306–330.

[3] The Indiana school law of 1852 is a notable example of such an attempt. (See Boone: History of Education in Indiana, Chaps. XI, XVI.) All such attempts, however, have failed, as the courts have held that the contemplated redistribution would be in violation of the trustship of the State.

[4] Statutes at Large, Vol. IX, p. 330.

for that use in those States in which section number sixteen, or other land equivalent thereto, is by law directed to be reserved for the support of schools in each township, there shall be reserved and appropriated, for the use of schools, in each entire township, or fractional township, for which no land has been heretofore appropriated or granted for that purpose, the following quantities of land, to wit, for each township or fractional township containing a greater quantity of land than three-quarters of an entire township, one section; for a fractional township containing a greater quantity of land than one-half, and not more than three-quarters of a township, three-quarters of a section; for a fractional township containing a greater quantity of land than one-quarter, and not more than one-half of a township, one-half section; and for a fractional township containing a greater quantity of land than one entire section, and not more than one-quarter of a township, one-quarter section of land.

SEC. 2. *And be it further enacted,* That the aforesaid tracts of land shall be selected by the Secretary of the Treasury, out of any unappropriated public land within the land district where the township for which any tract is selected may be situated; and when so selected, shall be held by the same tenure, and upon the same terms, for the support of schools in such township, as section number sixteen is, or may be held, in the State where such township shall be situated.

SEC. 3. *And be it further enacted,* That there shall be selected, in the manner above mentioned, one section and one-quarter section of land, for the support of schools within that tract of country usually called the French grant, in the county of Scioto, and State of Ohio.[1]

Thus far land grants for higher institutions of learning have been mentioned only incidentally. The first that is heard of such grants by the National Government is in the powers to the board of treasury, 1787, an extract from which has already been given. The rule has been to grant to each one of the public-land States 2 townships, 72 sections, or 46,080 acres of land for this purpose. The legislation in the case of Michigan will answer the purpose of a general type.

[Extract from an act of Congress, concerning a seminary of learning in the Territory of Michigan. Approved May 20, 1826.]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury be, and he is hereby, authorized to set apart and reserve from sale, out of any of the public lands within the Territory of Michigan, to which the Indian title may be extinguished, and not otherwise appropriated, a quantity of land, not exceeding two entire townships, for the use and support of a university within the Territory aforesaid, and for no other use or purpose whatsoever, to be located in tracts of land corresponding with any of the legal divisions into which the public lands are authorized to be surveyed, not less than one section; one of which said townships, so set apart and reserved from sale, shall be in lieu of an entire township of land, directed to be located in said Territory for the use of a seminary of learning therein, by an act of Congress entitled "An act making provision for the disposal of the public lands in the Indian Territory, and for other purposes," approved March twenty-sixth, one thousand eight hundred and four.[2]

[Extract from an act supplementary to an act entitled "An act to establish the northern boundary of the State of Ohio, and to provide for the admission of the State of Michigan into the Union on certain conditions therein expressed." Approved June 23, 1836.]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, * * * That the seventy-two sections of land set apart and reserved for the use and support of a university, by an act of Congress

[1] Stat. L., Vol. IV, p. 179. Approved May 20, 1826. [2] Stat. L., Vol. IV, p. 180.

approved on the 20th day of May, 1826, entitled "An act concerning a seminary of learning in the Territory of Michigan," are hereby granted and conveyed to the State, to be appropriated solely to the use and support of said university, in such manner as the legislature may prescribe.[1]

With the lapse of time, Congress has made the terms upon which the educational lands are granted more definite and stringent. For example, the enabling act for the States of North Dakota, South Dakota, Montana, and Washington, approved February 22, 1889, provided:

SEC. 11. That all lands herein granted for educational purposes shall be disposed of only at public sale, and at a price not less than ten dollars per acre, the proceeds to constitute a permanent school fund, the interest of which only shall be expended in the support of said schools. But said lands may, under such regulations as the legislatures shall prescribe, be leased for periods of not more than five years, in quantities not exceeding one section to any one person or company; and such land shall not be subject to pre-emption, homestead entry, or any other entry under the land laws of the United States, whether surveyed or unsurveyed, but shall be reserved for school purposes only.

SEC. 13. That five per centum of the proceeds of the sales of public lands lying within said States, which shall be sold by the United States subsequent to the admission of said States into the Union, after deducting all the expenses incident to the same, shall be paid to the said States, to be used as a permanent fund, the interest of which only shall be expended for the support of common schools within said States, respectively.

Section 14 of the same act provides that the 72 sections of university lands granted to each one of the four States shall not be sold for less than $10 per acre, but said lands may be leased as provided for in section 11:

The schools, colleges, and universities provided for in this act shall forever remain under the exclusive control of the said States, respectively, and no part of the proceeds arising from the sale or disposal of any lands herein granted for educational purposes shall be used for the support of any sectarian or denominational school, college, or university.

Section 17 of this act, in lieu of the grant of 500,000 acres of land made to each State for internal improvements, under the act of September 4, 1841, and in lieu of the grant of swamp lands made to certain States under the act of September 28, 1850, and in lieu of any grant of swamp lands to said States, gives them specific quantities of land for specific purposes, as follows:

To the State of South Dakota: For the school of mines, forty thousand acres; for the reform school, forty thousand acres; for the deaf and dumb asylum, forty thousand acres; for the agricultural college, forty thousand acres; for the university, forty thousand acres; for State normal schools, eighty thousand acres; for public buildings at the capital of said State, fifty thousand acres; and for such other educational and charitable purposes as the legislature of said State may determine, one hundred and seventy thousand acres; in all, five hundred thousand acres.

To the State of North Dakota a like quantity of land as is in this section granted to the State of South Dakota, and to be for like purposes, and in like proportions as far as practicable.

[1] Stat. L., Vol. V, p. 59.

To the State of Montana: For the establishment and maintenance of a school of mines, one hundred thousand acres; for State normal schools, one hundred thousand acres; for agricultural colleges, in addition to the grant hereinbefore made for that purpose, fifty thousand acres; for the establishment of a State reform school, fifty thousand acres; for the establishment of a deaf and dumb asylum, fifty thousand acres; for public buildings at the capital of the State, in addition to the grant hereinbefore made for that purpose, one hundred and fifty thousand acres.

To the State of Washington: For the establishment and maintenance of a scientific school, one hundred thousand acres; for State normal schools, one hundred thousand acres; for public buildings at the State capital, in addition to the grant hereinbefore made for that purpose, one hundred thousand acres; for State charitable, educational, penal, and reformatory institutions, two hundred thousand acres.

That the States provided for in this act shall not be entitled to any further or other grants of land for any purpose than as expressly provided in this act. And the lands granted by this section shall be held, appropriated, and disposed of exclusively for the purposes herein mentioned, in such manner as the legislatures of the respective States may severally provide.[1]

One vigorous attempt was made to arrest the national educational policy, or at least to change its character. The legislature of Maryland in 1821 adopted an elaborate report, submitted by the committee to which so much of the governor's annual message as related to education and public instruction had been referred, that concluded with the following resolutions:

Resolved, by the general assembly of Maryland, That each of the United States has an equal right to participate in the benefit of the public lands, the common property of the Union.

Resolved, That the States in whose favor Congress have not made appropriations of land for the purposes of education, are entitled to such appropriations as will correspond, in a just proportion, with those heretofore made in favor of the other States.

Resolved, That his excellency the governor be required to transmit copies of the foregoing report and resolutions to each of our Senators and Representatives in Congress, with a request that they will lay the same before their respective Houses, and use their endeavors to procure the passage of an act to carry into effect the just principle therein set forth.

Resolved, That his excellency the governor be also requested to transmit copies of the said report and resolutions to the governors of the several States of the Union, with a request that they will communicate the same to the legislatures thereof, respectively, and solicit their cooperation.

The legislatures of New Hampshire and Vermont indorsed this report. The legislature of Ohio, on the other hand, adopted a long and carefully drawn reply submitted on December 26, 1819, by a special committee of five, to which the Maryland, New Hampshire, and Vermont reports had been referred. And this appears to have been the end of the matter.[2]

AUTHORITIES.—The subjects treated in this section may be studied in the following documents in addition to those already cited:

O. B. Pickering: Life of Timothy Pickering, Vol. I, Chaps. XXXII, XXXVI, and Appendix No. 3. H. W. Smith: The St. Clair Papers,

[1] Stat. L., Fiftieth Congress, pp. 679-681.

[2] See Alfred Kelley, His Life and Work, by the Hon. James L. Bates. Columbus, Ohio, 1888, Chaps. IV, V.

Vol. I, pp. 116–136; Vol. II, Appendices I, II. William Park Cutler and Julia Perkins Cutler: Life, Journals, and Correspondence of Rev. Manasseh Cutler, Vol. I, Chaps. IV, VIII. G. W. Knight: History and Management of Land Grants for Education in the Northwest Territory, part 1, in Vol. I, Papers American Historical Association. George Bancroft: History of the United States, Vol. VI, pp. 277–291; History of the Formation of the Constitution, Appendix 302. F. W. Blackmar: Federal and State Aid to Higher Education, Chap. II. B. A. Hinsdale: The Old Northwest, Chaps. XI, XVI. Report of the Commissioner of Education, 1867–68, pp. 65 et seq. J. B. Angell: University of Michigan, commemorative oration delivered at the semicentennial celebration of the organization of the university, 1887. John Eaton: What has been done for Education by the Government of the United States, in Proceedings of the National Educational Association, 1883. F. W. Shearman: System of Public Instruction and Primary School Law, 1852, edited by E. E. White and T. W. Harvey; Education in Ohio, prepared by authority of the general assembly, 1876.

VII. CONGRESSIONAL GRANTS OF LAND AND MONEY FOR COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS, 1862–1890.

Agitation of the question of agricultural schools; act of July 2, 1862; act amending the same; resolution of 1867; act to establish agricultural experiment stations; act of 1890; appendix to VI and VII.

Before the middle of this century the subject of education in methods of agriculture and kindred subjects began to attract attention in some of the Western States. In 1850 the legislature of Michigan petitioned Congress for 350,000 acres of land for the establishment and maintenance of agricultural schools within her limits, and in 1855 that State established an agricultural school. From 1850 the general subject was held before Congress by memorials, resolutions, and petitions emanating from agricultural societies, farmers' conventions, and State legislatures. In 1859 Congress passed a bill granting to each State, for the maintenance of agricultural schools, 20,000 acres of the public land within its borders for each Senator and Representative in Congress to which the State was entitled. Land scrip to an equal amount was given when there was no public land within the State. This land the State was empowered to sell, but not to locate. The contest over this bill in the two Houses was a severe one, most of the opposition coming from the Southern members. President Buchanan vetoed the bill on the ground that it was unconstitutional, and that it intermingled national and State affairs in a mischievous manner. A bill drawn on the same lines, but granting 30,000 acres of land for each Senator and Representative, passed the Thirty-seventh Congress, and received the approval of President Lincoln, July 2, 1862.

AN ACT donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State, a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: *Provided,* That no mineral lands shall be selected or purchased under the provisions of this act.

SEC. 2. *And be it further enacted,* That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections, not less than one-quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such lands within the limits of such State, and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre to which said State may be entitled under the provisions of this act land scrip to the amount in acres for the deficiency of its distributive share; said scrip to be sold by said States and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: *Provided,* That in no case shall any State to which land scrip may thus be issued be allowed to locate the same within the limits of any other State, or of any Territory of the United States, but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twenty-five cents or less per acre: *And provided further,* That not more than one million acres shall be located by such assignees in any one of the States: *And provided further,* That no such location shall be made before one year from the passage of this act.

SEC. 3. *And be it further enacted,* That all the expenses of management, superintendence, and taxes from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they may belong, out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned.

SEC. 4. *And be it further enacted,* That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks yielding not less than five per centum upon the par value of said stocks; and that the money so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in section fifth of this act) and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of this act to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in several pursuits and professions in life.

SEC. 5. *And be it further enacted,* That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained, the previous assent of the several States shall be signified by legislative acts:

First. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished; and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum not exceeding ten per centum upon the amount received by any State under the provisions of this act may be expended for the purchase of lands for sites or experimental farms, whenever authorized by the legislatures of said States.

Second. No portion of said fund, nor the interest thereon, shall be applied directly or indirectly, under any pretence whatever, to the purchase, erection, preservation, or repair of any building or buildings.

Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years, at least not less than one college, as described in the fourth section of this act, or the grant to such State shall cease; and said State shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchasers under the State shall be valid.

Fourth. An annual report shall be made regarding the progress of each college, regarding any improvements and experiments made, with their cost and results, and such other matters, including State industrial and economical statistics, as may be supposed useful, one copy of which shall be transmitted by mail free, by each to all the other colleges which may be endowed under the provisions of this act, and also one copy to the Secretary of the Interior.

Fifth. When lands shall be selected from those which have been raised to double the minimum in price, in consequence of railroad grants, they shall be computed to the States at the maximum price, and the number of acres proportionally diminished.

Sixth. No State while in a condition of rebellion or insurrection against the Government of the United States shall be entitled to the benefit of this act.

Seventh. No State shall be entitled to the benefits of this act unless it shall express its acceptance thereof by its legislature within two years from the date of its approval by the President.

SEC. 6. *And be it further enacted,* That land scrip issued under the provisions of this act shall not be subject to location until after the first day of January, one thousand eight hundred and sixty-three.

SEC. 7. *And be it further enacted,* That the land officers shall receive the same fees for locating land scrip issued under the provisions of this act as is now allowed for the location of military bounty land warrants under existing laws: *Provided,* Their maximum compensation shall not be thereby increased.

SEC. 8. *And be it further enacted,* That the governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip until the whole shall be disposed of, the amount received for the same and what appropriation has been made of the proceeds.[1]

AN ACT to amend section 5 of an act, &c., approved July 2, 1862.

Be it enacted, &c., That the time in which the several States may comply with the provisions of the act of July 2, 1862, entitled "An act donating public lands, &c.," is hereby extended so that the acceptance of the benefits of said act may be expressed within three years from the passage of this act, and the colleges required by the said act may be provided within five years from the date of the filing of such acceptance with the Commissioner of the General Land Office: *Provided,* That when any Territory shall become a State, and be admitted into the Union, such new State shall be entitled to the benefits of said act of July 2, 1862, by expressing the acceptance therein required within three years from the date of its admission into the Union, and providing the college or colleges within five years after such acceptance, as prescribed

[1] Stat. L., Thirty-seventh Congress, p. 503. Approved July 2, 1862.

in this act: *Provided further,* That any State which has heretofore expressed its acceptance of the act herein referred to shall have the period of five years in which to provide at least one college, as described in the fourth section of said act, after the time for the providing of said college, according to the act of July 2d, 1862, shall have expired.[2]

By joint resolution, approved February 28, 1867, the provisions of the act of July 2, 1862, and the act to amend the same, approved July 23, 1866, are extended to the State of Tennessee.[1]

CHAP. 314.—AN ACT to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July second, eighteen hundred and sixty-two, and of the acts supplementary thereto.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science, there shall be established, under the direction of the college or colleges, or agricultural departments of colleges, in each State or Territory established, or which may hereafter be established, in accordance with the provisions of an act approved July second, eighteen hundred and sixty-two, entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts," or any of the supplements to said act, a department to be known and designated as an "agricultural experiment station": *Provided,* That in any State or Territory in which two such colleges have been or may be established the appropriation hereinafter made to such State or Territory shall be equally divided between such colleges, unless the legislature of such State or Territory shall otherwise direct.

SEC. 2. That it shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly upon the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective States or Territories.

SEC. 3. That in order to secure, as far as practicable, uniformity of methods and results in the work of said stations, it shall be the duty of the United States Commissioner of Agriculture to furnish forms, as far as practicable, for the tabulation of results of investigation or experiments; to indicate, from time to time, such lines of inquiry as shall seem to him most important; and, in general, to furnish such advice and assistance as will best promote the purposes of this act. It shall be the duty of each of said stations, annually, on or before the first day of February, to make to the governor of the State or Territory in which it is located a full and detailed report of its operations, including a statement of receipts and expenditures, a copy of which report shall be sent to each of said stations, to the said Commissioner of Agriculture, and to the Secretary of the Treasury of the United States.

[1] Stat. L., Thirty-ninth Congress, p. 208. Approved July 23, 1866.
[2] Stat. L., Thirty-ninth Congress, p. 569.

SEC. 4. That bulletins or reports of progress shall be published at such stations at least once in three months, one copy of which shall be sent to each newspaper in the States or Territories in which they are respectively located, and to such individuals actually engaged in farming as may request the same, and as far as the means of the station will permit. Such bulletins or reports and the annual reports of said stations shall be transmitted in the mails of the United States free of charge for postage, under such regulations as the Postmaster-General may from time to time prescribe.

SEC. 5. That for the purpose of paying the necessary expenses of conducting investigations and experiments and printing and distributing the results as hereinbefore prescribed, the sum of fifteen thousand dollars per annum is hereby appropriated to each State, to be specially provided for by Congress in the appropriations from year to year, and to each Territory entitled under the provisions of section eight of this act, out of any money in the Treasury proceeding from the sales of public lands, to be paid in equal quarterly payments, on the first day of January, April, July, and October in each year, to the treasurer or other officer duly appointed by the governing boards of such colleges to receive the same, the first payment to be made on the first day of October, eighteen hundred and eighty-seven: *Provided, however,* That out of the first annual appropriation so received by any station an amount not exceeding one-fifth may be expended in the erection, enlargement, or repair of a building or buildings necessary to carry on the work of such station; and thereafter an amount not exceeding five per centum of such annual appropriation may be so expended.

SEC. 6. That whenever it shall appear to the Secretary of the Treasury, from the annual statement of receipts and expenditures of any of said stations, that a portion of the preceding annual appropriation remains unexpended, such amount shall be deducted from the next succeeding annual appropriation to such station, in order that the amount of money appropriated to any station shall not exceed the amount actually and necessarily required for its maintenance and support.

SEC. 7. That nothing in this act shall be construed to impair or modify the legal relation existing between any of the said colleges and the government of the States or Territories in which they are respectively located.

SEC. 8. That in States having colleges entitled under this section to the benefits of this act, and having also agricultural experiment stations established by law separate from said colleges, such States shall be authorized to apply such benefits to experiments at stations so established by such States; and in case any State shall have established, under the provisions of said act of July second aforesaid, an agricultural department or experimental station in connection with any university, college, or institution not distinctively an agricultural college or school, and such State shall have established or shall hereafter establish a separate agricultural college or school, which shall have connected therewith an experimental farm or station, the legislature of such State may apply in whole or in part the appropriation by this act made to such separate agricultural college or school, and no legislature shall by contract express or implied disable itself from so doing.

SEC. 9. That the grants of moneys authorized by this act are made subject to the legislative assent of the several States and Territories to the purposes of said grants: *Provided,* That payments of such installments of the appropriation herein made as shall become due to any State before the adjournment of the regular session of its legislature meeting next after the passage of this act shall be made upon the assent of the governor thereof duly certified to the Secretary of the Treasury.

SEC. 10. Nothing in this act shall be held or construed as binding the United States to continue any payments from the Treasury to any or all the States or institutions mentioned in this act, but Congress may at any time suspend, amend, or repeal any or all the provisions of this act.[1]

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[1] Stat. L., Forty-ninth Congress, p. 440. Approved March 2, 1887.

CHAP. 5.—AN ACT making an appropriation to carry into effect the provisions of an act approved March second, eighteen hundred and eighty-seven, entitled "An act to establish agricultural experimental stations in connection with the colleges established in the several States under the provisions of an act approved July second, eighteen hundred and sixty-two, and of acts supplementary thereto."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That to carry into effect the provisions of an act approved March second, eighteen hundred and eighty-seven, entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several States, under the provisions of an act approved July second, eighteen hundred and sixty-two, and of the acts supplementary thereto," the sum of five hundred and eighty-five thousand dollars, or so much thereof as may be necessary, is hereby appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June thirtieth, eighteen hundred and eighty-eight.[1]

CHAP. 373.—AN ACT to amend an act entitled "An act to establish agricultural stations in connection with the colleges established in the several States under the provisions of an act approved July second, eighteen hundred and sixty-two, and of the acts supplementary thereto."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the grant of money authorized by the act of Congress entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July second, eighteen hundred and sixty-two, and of acts supplementary thereto," is subject as therein provided to the legislative assent of the States or Territories to be affected thereby; but as to such installments of the appropriations as may be now due or may hereafter become due, when the legislature may not be in session, the governor of said State or Territory may make the assent therein provided, and upon a duly certified copy thereof to the Secretary of the Treasury he shall cause the same to be paid in the manner provided in the act of which this is amendatory, until the termination of the next regular session of the legislature of such State or Territory.[2]

EXPERIMENTAL STATIONS.

[From an act making appropriations for the Department of Agriculture.]

That to carry into effect the provisions of an act approved March second, eighteen hundred and eighty-seven, entitled "An act to establish agricultural experiment stations in connection with the colleges established in the several States, under the provisions of an act approved July second, eighteen hundred and sixty-two, and of the acts supplementary thereto," five hundred and ninety-five thousand dollars are appropriated; ten thousand dollars of which sum shall be payable upon the order of the Commissioner of Agriculture to enable him to carry out the provisions of section three of said act of March second, eighteen hundred and eighty-seven, and to compare, edit, and publish such of the results of the experiments made under section two of said act by said experimental stations as he may deem necessary; and for these purposes the Commissioner of Agriculture is authorized to employ such assistants, clerks, and other persons as he may deem necessary.[3]

CHAP. 841.—AN ACT to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be, and hereby is, annually appropriated, out of any money in the Treasury not otherwise appropriated, arising from the

[1] Stat. L., Fiftieth Congress, p. 32. Approved February 1, 1888.
[2] Stat. L., Fiftieth Congress, p. 176. Approved June 7, 1888.
[3] Stat. L., Fiftieth Congress, p. 334. Approved July 18, 1888.

sales of public lands, to be paid as hereinafter provided, to each State and Territory for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts now established, or which may be hereafter established, in accordance with an act of Congress approved July second, eighteen hundred and sixty-two, the sum of fifteen thousand dollars for the year ending June thirtieth, eighteen hundred and ninety, and an annual increase of the amount of such appropriation thereafter for ten years by an additional sum of one thousand dollars over the preceding year, and the annual amount to be paid thereafter to each State and Territory shall be twenty-five thousand dollars, to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life and to the facilities for such instruction: *Provided,* That no money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students; but the establishment and maintenance of such colleges separately for white and colored students shall be held to be a compliance with the provisions of this act if the funds received in such State or Territory be equitably divided as hereinafter set forth: *Provided,* That in any State in which there has been one college established in pursuance of the act of July second, eighteen hundred and sixty-two, and also in which an educational institution of like character has been established, or may be hereafter established, and is now aided by such State from its own revenue, for the education of colored students in agriculture and the mechanic arts, however named or styled, or whether or not it has received money heretofore under the act to which this act is an amendment, the legislature of such State may propose and report to the Secretary of the Interior a just and equitable division of the fund to be received under this act between one college for white students and one institution for colored students established as aforesaid, which shall be divided into two parts and paid accordingly, and thereupon such institution for colored students shall be entitled to the benefits of this act and subject to its provisions, as much as it would have been if it had been included under the act of eighteen hundred and sixty-two, and the fulfillment of the foregoing provisions shall be taken as a compliance with the provisions in reference to separate colleges for white and colored students.

SEC. 2. That the sums hereby appropriated to the States and Territories for the further endowment and support of colleges shall be annually paid on or before the thirty-first day of July of each year, by the Secretary of the Treasury, upon the warrant of the Secretary of the Interior, out of the Treasury of the United States, to the State or Territorial treasurer, or to such officer as shall be designated by the laws of such State or Territory to receive the same, who shall, upon the order of the trustees of the college, or the institution for colored students, immediately pay over said sums to the treasurers of the respective colleges or other institutions entitled to receive the same, and such treasurers shall be required to report to the Secretary of Agriculture and to the Secretary of the Interior, on or before the first day of September of each year, a detailed statement of the amount so received and of its disbursement. The grants of moneys authorized by this act are made subject to the legislative assent of the several States and Territories to the purpose of said grants: *Provided,* That payments of such installments of the appropriation herein made as shall become due to any State before the adjournment of the regular session of the legislature meeting next after the passage of this act shall be made upon the assent of the governor thereof, duly certified to the Secretary of the Treasury.

SEC. 3. That if any portion of the moneys received by the designated officer of the State or Territory for the further and more complete endowment, support, and maintenance of colleges, or of institutions for colored students, as provided in this act, shall, by any action or contingency, be diminished or lost, or be misapplied, it shall be replaced by the State or Territory to which it belongs, and until so replaced no subsequent appropriation shall be apportioned or paid to such State or Territory;

and no portion of such moneys shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings. An annual report by the president of each of said colleges shall be made to the Secretary of Agriculture, as well as to the Secretary of the Interior, regarding the condition and progress of each college, including statistical information in relation to its receipts and expenditures, its library, the number of its students and professors, and also as to any improvements and experiments made under the direction of any experiment stations attached to said colleges, with their cost and results, and such other industrial and economical statistics as may be regarded as useful, one copy of which shall be transmitted by mail free to all other colleges further endowed under this act.

SEC. 4. That on or before the first day of July in each year, after the passage of this act, the Secretary of the Interior shall ascertain and certify to the Secretary of the Treasury as to each State and Territory whether it is entitled to receive its share of the annual appropriation for colleges, or of institutions for colored students, under this act, and the amount which thereupon each is entitled respectively to receive. If the Secretary of the Interior shall withhold a certificate from any State or Territory of its appropriation the facts and reasons therefor shall be reported to the President, and the amount involved shall be kept separate in the Treasury until the close of the next Congress, in order that the State or Territory may, if it should so desire, appeal to Congress from the determination of the Secretary of the Interior. If the next Congress shall not direct such sum to be paid it shall be covered into the Treasury. And the Secretary of the Interior is hereby charged with the proper administration of this law.

SEC. 5. That the Secretary of the Interior shall annually report to the Congress the disbursements which have been made in all the States and Territories, and also whether the appropriation of any State or Territory has been withheld, and if so, the reason therefor.

SEC. 6. Congress may at any time amend, suspend, or repeal any or all of the provisions of this act.[1]

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[1] Stat. L., approved August 30, 1890.

APPENDIX TO VI AND VII.

The following tables are transcribed from The Public Domain, its History with Statistics, compiled by Thomas Donaldson and printed at the Government Printing Office, Chap. XIII:

I.

Grants of lands to States and reservations to Territories for [common] school purposes.

States and Territories.	Total area.	Dates of grants.
Section 16.	*Acres.*	
Ohio	704,488	Mar. 3, 1803
Indiana	650,317	Apr. 19, 1816
Illinois	985,066	Apr. 18, 1818
Missouri	1,199,139	Mar. 6, 1820
Alabama	902,774	Mar. 2, 1819
Mississippi	837,584	Mar. 3, 1803 May 19, 1852
Louisiana	786,044	Mar. 3, 1857 Apr. 21, 1806 Feb. 15, 1843
Michigan	1,067,397	June 23, 1836
Arkansas	886,460	Do.
Florida	908,503	Mar. 3, 1845
Iowa	905,144	Do.
Wisconsin	958,649	Aug. 6, 1846
Sections 16 and 36.		
California	6,719,324	Mar. 3, 1853
Minnesota	2,969,990	Feb. 26, 1857
Oregon	3,329,706	Feb. 14, 1859
Kansas	2,801,306	Jan. 29, 1861
Nevada	3,985,428	Mar. 21, 1864
Nebraska	2,702,044	Apr. 19, 1864
Colorado	3,715,555	Mar. 3, 1875
Washington	2,488,675	Mar. 2, 1853
New Mexico	4,309,368	Sept. 9, 1850 July 22, 1854
Utah	3,003,613	Sept. 9, 1850
Dakota	5,360,451	Mar. 2, 1861
Montana	5,112,035	Feb. 28, 1851
Arizona	4,050,347	May 26, 1861
Idaho	3,068,231	Mar. 3, 1863
Wyoming	3,480,281	July 25, 1868
Total	67,893,919	

No grants to Indian and Alaska Territories.

Sixteenth and thirty-sixth sections in Territories not granted, but reserved.

Lands in place and indemnity for deficiencies in sections and townships, under acts of May 20, 1826, and February 26, 1859, included in the above statement.

II.

The following table shows the number of acres granted to States and reserved to Territories for seminaries or universities, down to the time of its preparation, June 30, 1880:

States and Territories.	Total area.	Under what acts.
	Acres.	
Ohio	69,120	Apr. 21, 1792; Mar. 3, 1803.
Indiana	46,080	Mar. 26, 1804; Apr. 19, 1816.
Illinois	46,080	Mar. 26, 1804; Apr. 18, 1818.
Missouri	46,080	Feb. 17, 1818; Mar. 6, 1820.
Alabama	46,080	Apr. 20, 1818; Mar. 2, 1819.
Mississippi	46,080	Mar. 3, 1803; Feb. 20, 1819.
Louisiana	46,080	Apr. 21, 1806; Mar. 3, 1811; Mar. 3, 1827.
Michigan	46,080	June 23, 1836.
Arkansas	46,080	Do.
Florida	92,160	Mar. 3, 1845.
Iowa	46,080	Do.
Wisconsin	92,160	Aug. 6, 1846; Dec. 15, 1854.
California	46,080	Mar. 3, 1853.
Minnesota	82,640	Mar. 2, 1861; Feb. 26, 1857; July 8, 1870.
Oregon	46,080	Feb. 14, 1859; Mar. 2, 1861.
Kansas	46,080	Jan. 29, 1861.
Nevada	46,080	July 4, 1866.
Nebraska	46,080	Apr. 19, 1864.
Colorado	46,080	Mar. 3, 1875.
Washington	46,080	July 17, 1854; Mar. 14, 1864.
New Mexico	46,080	July 22, 1854.
Utah	46,080	Feb. 21, 1855.
Total	1,165,520	

Lands in Territories not granted, but reserved.

III.

States having land subject to selection "in place" for agricultural and mechanical colleges, under act of July 2, 1862, and acts amendatory thereof.

["In place" means that the States having public lands within their limits were to take such lands in satisfaction of their allowance under this law.]

	Acres.
Wisconsin	240,000
Iowa	240,000
Oregon	90,000
Kansas	90,000
Minnesota	120,000
Michigan	240,000
California	150,000
Nevada (also under act of July 4, 1866)	90,000
Missouri	330,000
Nebraska (also under act of July 23, 1866)	90,000
Colorado	90,000
Total	1,770,000

States to which scrip was issued for agricultural and mechanical colleges, and amount.

"In scrip" means an issue of redeemable land scrip or special certificates, assignable, which might be located according to law to States which had no public lands within their limits from which their allowance could be satisfied.]

	Acres.
Rhode Island	120,000
Illinois	480,000
Kentucky	330,000
Vermont	150,000
New York	990,000
Pennsylvania	780,000
New Jersey	210,000
New Hampshire	150,000
Connecticut	180,000
Massachusetts	360,000
Maine	210,000
Maryland	210,000
Virginia	300,000
Tennessee	300,000
Delaware	90,000
Ohio	630,000
West Virginia	150,000
Indiana	390,000
North Carolina	270,000
Louisiana	210,000
Alabama	240,000
Arkansas	150,000
South Carolina	180,000
Texas	180,000
Georgia	270,000
Mississippi	210,000
Florida	90,000
Total	7,830,000
Total in place and scrip	9,600,000

IV.

Land grants and reservations for educational purposes to June 30, 1883. (*See the Public Domain, p. 1250.*)

	Acres.
For public or common schools	67,893,919
For agricultural and mechanical colleges	9,600,000
For seminaries or universities, to June 30	1,165,520
Add grants for university purposes to the Territories of Dakota, Montana, Arizona, Idaho, and Wyoming	230,400
In all, a grand total to June 30, 1883, of	78,889,839

The value at the minimum price of $1.25 per acre is, in round numbers, $99,000,000; but it may be safely estimated that these educational grant lands have realized to the States more than $250,000,000.

The foregoing exhibit is not complete. Since the last of these tables was compiled provision has been made for agricultural colleges in the new States of North Dakota, South Dakota, Montana, Washington,

Wyoming, and Idaho upon the usual scale—90,000 acres to each State save to South Dakota, to which 120,000 acres has been given.

They have also received, in lieu of the saline lands, swamp lands, and 500,000-acre grants for internal improvements, specific grants for normal schools, scientific schools, or schools for mines, and also for public buildings.

The method of the Government has been as soon as, in running the lines of public surveys, the school sections in place 16 and 36 are fixed and determined, the appropriation thereof for the educational object is, under the law, complete, and lists are made out and patents thereof issued to the States.

When sections 16 and 36 are found to be covered with prior adverse rights, such as legal occupancy, and settlement by individuals under settlement laws prior to survey of the lands, or deficient in area because of the fractional character of the townships, or from other causes, selections for indemnity are made.

The acts of Congress quoted in Chapters VI and VII, and the tables here given, do not make a complete showing of what the National Government has done for education. Previous to June 30, 1882, there was patented to certain States under various acts of Congress 559,965 acres of saline lands.[1] Previous to June 30, 1883, there was patented to the public-land States, in pursuance of law, 56,455,467 acres of swamp and overflowed lands.[2] In 1841 Congress passed what is known as the "State selection act," by which it granted to each State named, and to each new State that should thereafter be admitted into the Union, 500,000 acres of public lands for internal improvements, which included the quantity that was granted to such State before its admission and while under a Territorial government for such purpose. Previous to June 30, 1883, the selections made under this act amounted to 7,806,554 acres.[3] By a long series of acts Congress also granted to the public-land States, except California, 2, 3, and 5 per cent on the net proceeds of the sales of public lands made therein. These allowances were originally made on the condition that the States should not tax lands sold by the Government for a term of years after they were sold. This was with a view of increasing the sales of wild lands. Previous to June 30, 1882, payments to the States on this account amounted to $7,333,069.[4] There have also been many special grants for educational purposes that need not be here enumerated.[5]

Still another source of contribution must be mentioned. By the year 1836 a considerable surplus over and above the wants of the Government had accumulated in the National Treasury, the disposal of which became a political question. Congress finally disposed of both question and surplus by sections 13 and 14 of an act to regulate the

[1] Public Domain, pp. 218, 696.
[2] Ibid., pp. 222, 1248.
[3] Ibid., pp. 254, 752.
[4] Ibid., p. 721.
[5] See Donaldson: The Public Domain; and Blackmar: Federal and State Aid to Higher Education.

deposits of public money, approved June 23, 1836. It was enacted that the money which remained in the Treasury on January 1, 1837, reserving the sum of $5,000,000, should be deposited with such of the several States, in proportion to their respective representation in the Senate and House of Representatives of the United States, as should by law authorize their treasurers, or other competent authorities, to receive the same on the terms specified; and the Secretary of the Treasury should deliver the same to such treasurers or other competent authorities, on receiving certificates of deposit therefor, duly signed, which should express the usual and legal obligations, and pledge the faith of the State for the safe-keeping and repayment of the money, and should pledge the faith of the States receiving the same to pay them and every part thereof, from time to time, whenever they should be required by the Secretary of the Treasury for the purpose of defraying any wants of the public Treasury, beyond the amount of $5,000,000 aforesaid. If any State should decline to receive its proportion of the surplus on the terms named, the same should be deposited with the other States agreeing to accept the same, in the same proportion. It was further enacted that the said deposits should be made with the States in the proportions named: one-quarter January 1, 1837; one-quarter April 1; one-quarter July 1, and one-quarter October 1, all in the same year.[1] The surplus amounted on January 1, 1837, to $37,468,859.97, three-fourths of which sum was divided among the States according to the method prescribed in the act: the fourth installment was never paid, owing to the necessities of the Government growing out of the financial crisis of that year. The States receiving the deposits have never repaid them, and have never been called upon to do so.

The lands and moneys described in the preceding paragraphs were granted to the States to be used for such purposes as they saw fit. Naturally, an example was soon set of bestowing the funds arising from these sources, in whole or in part, on education, and with the lapse of time this example has been more and more followed. Many of the States applied the money received in 1837, in whole or in part, temporarily or permanently, to schools and education. In this list are found Alabama, Arkansas, Connecticut, Delaware, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, and Vermont. The schools of some of these States still derive a revenue from this source. It is foreign to the present purpose to inquire into the disposition that the States have made of the other funds mentioned. It will be found, however, that these subjects are frequently referred to in the extracts made from State constitutions in Section X of this paper.[2]

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[1] Stat. L., Vol. V, p. 55.

[2] See E. G. Bourne: History of the Surplus Revenue of 1837, published by G. P. Putnam's Sons. An interesting account of what is known as the "Town Deposit Fund" will be found in the Report of the Connecticut Board of Education for 1890, pp. 144–147.

AUTHORITIES.—The following may also be consulted with advantage: A. Ten Brooke: American State Universities and the University of Michigan. J. K. Patterson: National Endowment for Schools for Scientific and Technical Training, Proceedings of the National Educational Association, 1874.

VIII. THE BUREAU OF EDUCATION.

I. Memorial of the National Association of State and City School Superintendents to the Senate and House of Representatives of the United States, February 10, 1866.—II. An act to establish a department of education, March 2, 1867.—III. Sections of the Revised Statutes defining the province of the Bureau of Education.

At the annual meeting of the National Teachers' Association for 1864, held in Ogdensburg, N. Y., August 10–12, S. H. White, of Peoria, Ill., read a paper entitled "A national bureau of education."[1] At the meeting of the same association held at Harrisburg, Pa., August 16–18, 1865, Prof. S. S. Greene, of Providence, R. I., delivered an address entitled "The educational duties of the hour," emphasizing the need of a system of national education.[2] At the same meeting, A. J. Rickoff, of Cincinnati, read a paper entitled "A national bureau of education."[3] About the same time Dr. Henry Barnard, who was prevented from attending the Harrisburg meeting by illness, matured a plan of a central agency and headquarters for conference, correspondence, discussion, and publication relating to schools and education. At this meeting the association adopted resolutions that commended to the General Government the organization of a bureau of education for the purpose of collecting and publishing educational statistics and of making suggestions for the advancement of popular education in the several States, and that authorized that a committee of five be appointed to carry the resolutions into effect, and that the president of the association be chairman of said committee. It was further resolved that a committee of three from each State represented in the association be appointed, whose duty it should be to circulate petitions among the people of their respective States praying Congress to establish a department of education.[4] What immediate efforts these resolutions led to, if any, the compiler is not informed.

At the annual meeting of the National Association of State and City School Superintendents, held in Washington, D. C., February 6–8, 1866, Dr. E. E. White, of Columbus, Ohio, again presented the subject. The immediate effect of this presentation and the accompanying discussion was the appointment of a committee to embody the substance of Dr. White's paper in a memorial to Congress, said committee consisting of E. E. White, State commissioner of common schools, Ohio; Newton Bateman, State superintendent of public instruction, Illinois,

[1] The American Journal of Education, Vol. XV, p. 180.
[2] Ibid., Vol. XVI, p. 229.
[3] Ibid., Vol. XVI, p. 299.
[4] Ibid., Vol. XV, pp. 896, 810.

and J. S. Adams, secretary of the State board of education, Vermont.[1] The committee prepared the memorial before separating, and requested General Garfield, who was then serving his second term in Congress, to take charge of the measure in the House of Representatives. General Garfield consented to accept the commission, but requested Dr. White to draw up the bill, which he did.[2] On February 14, having first obtained leave, General Garfield introduced the bill and memorial. The bill was twice read, the two documents were ordered printed, and the subject was referred to a select committee of seven: Garfield of Ohio, chairman; Boutwell of Massachusetts, Molton of Illinois, Patterson of New Jersey, Donnelly of Minnesota, Goodyear of New York, and Randall of Pennsylvania. On April 3 the committee reported a so-called substitute, but the substitute was the original bill slightly amended, the principal change being the adoption of the name department instead of bureau. The subject was debated at considerable length. In its favor it was argued that the department, if established, would be of great service in collecting and publishing statistics and other information concerning education, and that it would be serviceable in promoting schools and education in the Southern States. It was replied that it was unnecessary and unconstitutional, and would prove expensive. The vote was taken June 8. Mr. Garfield had granted to other members of the house so much of the time allotted to the discussion that his own speech was cut short by the Speaker's hammer; however, in response to earnest requests, he wrote out his notes in full and gave the speech to the public.[3] The vote stood 59 yeas to 61 nays, but was reconsidered June 19. Mr. Garfield said it was an interest that had no lobby to press its claims. "It is the voice of the children of the land," he said, "asking us to give them all the blessings of our civilization." The bill now passed, 80 yeas to 44 nays. Carried to the Senate, it was immediately referred to the Judiciary Committee. At the next session, January 30, 1867, it was reported back; February 27 it passed after brief discussion, and March 2 it received the President's approval. The change wrought in the temper of the House between the 8th and 19th of June was mainly due to the persistent zeal with which General Garfield urged the measure in private. In later debates—for the department was no sooner created than attacks upon it began—one member said the passage of the bill by the House was due to Garfield's "persuasive eloquence," and another declared that it was carried by "dint of personal entreaty." In defending the department, Garfield called the proposition to abolish it "putting out the eyes of the Government."

[1] Dr. White's paper may be found in the American Journal of Education, Vol. XVI, p. 177.

[2] The compiler is indebted to Dr. White for private information on the subject.

[3] It is found in the Report of the Commissioner of Education for 1867-68, p. 49; in the American Journal of Education, Vol. XVII, p. 49; and in President Garfield and Education, p. 183, prepared by the compiler of this chapter and published by Houghton, Mifflin & Co.

I. MEMORIAL OF THE NATIONAL ASSOCIATION OF STATE AND CITY SCHOOL SUPERINTENDENTS TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES, FEBRUARY 10, 1866.

At a meeting of the National Association of State and City School Superintendents, recently held in the city of Washington, D. C., the undersigned were appointed a committee to memorialize Congress for the establishment of a national bureau of education.

It was the unanimous opinion of the association that the interests of education would be greatly promoted by the organization of such a bureau at the present time; that it would render needed assistance in the establishment of school systems where they do not now exist, and that it would also prove a potent means for improving and vitalizing existing systems. This it could accomplish—

(1) By securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures.

(2) By bringing together the results of *school systems* in different communities, States, and countries, and determining their comparative value.

(3) By collecting the results of all important experiments in new and special methods of *school instruction and management*, and making them the common property of school officers and teachers throughout the country.

(4) By diffusing among the people information respecting the school laws of the different States; the various modes of providing and disbursing school funds; the different classes of school officers and their relative duties; the qualifications required of teachers, the modes of their examination, and the agencies provided for their special training; the best methods of classifying and grading schools; improved plans of schoolhouses, together with modes of heating and ventilation, etc., information now obtained only by a few persons and at great expense, but which is of the highest value to all intrusted with the management of schools.

(5) By aiding communities and States in the organization of school systems in which mischievous errors shall be avoided and vital agencies and well-tried improvements be included.

(6) By the general diffusion of correct ideas respecting the *value* of education as a quickener of intellectual activities; as a moral renovator; as a multiplier of industry and a consequent producer of wealth; and, finally, as the strength and shield of civil liberty.

In the opinion of your memorialists, it is not possible to measure the influence which the faithful performance of these duties by a national bureau would exert upon the cause of education throughout the country; and few persons who have not been intrusted with the management of school systems can fully realize how widespread and urgent is the demand for such assistance. Indeed, the very existence of the association which your memorialists represent is itself positive proof of a demand for a national channel of communication between the school officers of different States. Millions of dollars have been thrown away in fruitless experiments, or in stolid plodding, for the want of it.

Your memorialists would also submit that the assistance and encouragement of the General Government are needed to secure the adoption of school systems throughout the country. An ignorant people have no inward impulse to lead them to self-education. Just where education is most needed, there it is always least appreciated and valued. It is, indeed, a law of educational progress that its impulse and stimulus come from *without*. Hence it is that Adam Smith and other writers on political economy expressly except education from the operation of the general law of supply and demand. They teach, correctly, that the demand for education must be awakened by external influences and agencies.

This law is illustrated by the fact that entire school systems, both in this and in other countries, have been lifted up, as it were bodily, by just such influences as a

national bureau of education would exert upon the schools of the several States; and this, too, without its being invested with any official control of the school authorities therein. Indeed, the highest value of such a bureau would be its quickening and informing influence, rather than its authoritative and directive control. The true function of such a bureau is not to direct officially in the school affairs in the States, but rather to cooperate with and assist them in the great work of establishing and maintaining systems of public instruction. All experience teaches that the nearer the responsibility of supporting and directing schools is brought to those immediately benefited by them, the greater their vital power and efficiency.

Your memorialists beg permission to suggest one other special duty which should be intrusted to the national bureau, and which of itself will justify its creation, viz, an investigation of the management and results of the frequent munificent grants of land made by Congress for the promotion of general and special education. It is estimated that these grants, if they had been properly managed, would now present an aggregate educational fund of about $500,000,000. If your memorialists are not misinformed, Congress has no official information whatever respecting the manner in which these trusts have been managed.

In conclusion, your memorialists beg leave to express their earnest belief that universal education, next to universal liberty, is a matter of deep national concern. Our experiment of republican institutions is not upon the scale of a petty municipality or State, but it covers half a continent, and embraces people of widely diverse interests and conditions, but who are to continue "one and inseparable." Every condition of our perpetuity and progress as a nation adds emphasis to the remark of Montesquieu, that "it is in a republican government that the *whole power of education is required.*"

It is an imperative necessity of the American Republic that the common school be planted on every square mile of its peopled territory, and that the instruction therein imparted be carried to the highest point of efficiency. The creation of a bureau of education by Congress would be a practical recognition of this great truth. It would impart to the cause of education a dignity and importance which would surely widen its influence and enhance its success.

All of which is respectfully submitted.

E. E. White,
State Commissioner of Common Schools of Ohio.
Newton Bateman,
State Superintendent of Public Instruction, Illinois.
J. S. Adams,
Secretary State Board of Education, Vermont.

Washington, D. C., *February 10, 1866.*[1]

II. AN ACT TO ESTABLISH A DEPARTMENT OF EDUCATION.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be established at the city of Washington a department of education for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

Sec. 2. *And be it further enacted,* That there shall be appointed by the President, by and with the advice and consent of the Senate, a commissioner of education, who shall be intrusted with the management of the department herein established, and who shall receive a salary of four thousand dollars per annum, and who shall

[1] This memorial is transcribed from the Report of the Commissioner of Education submitted to the Senate and House of Representatives, June 2, 1868, pp. 3, 4.

have authority to appoint one chief clerk of his department, who shall receive a salary of two thousand dollars per annum, and one clerk who shall receive a salary of eighteen hundred dollars per annum, and one clerk who shall receive a salary of sixteen hundred dollars per annum, which said clerks shall be subject to the appointing and removing power of the commissioner of education.

SEC. 3. *And be it further enacted,* That it shall be the duty of the commissioner of education to present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which the department is established. In the first report made by the commissioner of education under this act there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

SEC. 4. *And be it further enacted,* That the Commissioner of Public Buildings is hereby authorized and directed to furnish proper offices for the use of the department herein established.[1]

III. SECTIONS OF THE REVISED STATUTES RELATING TO THE BUREAU.

The following year this Department was reduced to the rank of a Bureau. These are the sections of the Revised Statutes under which the Bureau is now carried on:

SEC. 516. There shall be in the Department of the Interior a Bureau called the Office of Education, the purpose and duties of which shall be to collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

SEC. 517. The management of the Office of Education shall, subject to the direction of the Secretary of the Interior, be intrusted to a Commissioner of Education, who shall be appointed by the President, by and with the advice and consent of the Senate, and shall be entitled to a salary of $3,000 a year.

SEC. 518. The Commissioner of Education shall present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which the office is established.

SEC. 519. The Chief of Engineers shall furnish proper offices for the use of the Office of Education.[2]

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[1] Stat. L., Thirty-ninth Congress, p. 434. Approved March 2, 1867.

[2] See Answers to Inquiries about the United States Bureau of Education, Its Work and History, a Circular of Information by Charles Warren, issued by the Bureau in 1883.

IX. EARLY VIEWS AND PLANS RELATING TO A NATIONAL UNIVERSITY.

I. The Federal Convention.—II. President Washington.—III. Letters of Dr. Rush.—IV. The first President Adams.—V. President Jefferson.—VI. Joel Barlow's plans.—VII. President Madison.—VIII. President Monroe.—IX. The second President Adams.

I. THE FEDERAL CONVENTION, 1787.

Several attempts were made in the Federal Convention of 1787 to give Congress educational powers. The "Plan of a Federal constitution" submitted by Mr. Charles Pinckney, of South Carolina, May 29,[1] included the following among other legislative powers: "To establish and provide for a national university at the seat of government of the United States." August 18 these propositions were referred to the committee of detail, on motion of Mr. Pinckney: "To establish seminaries of learning for the promotion of literature and the arts and sciences;" "To establish public institutions, rewards, and immunities for the promotion of agriculture, commerce, trades, and manufactures." Neither one of these propositions, nor any reference to them, is contained in any report made by the committee to the Convention that is found in the Journal. Under date of September 14 we find the following in Mr. Madison's report of the debates:

> Mr. Madison and Mr. Pinckney then moved to insert in the list of powers vested in Congress a power "to establish a university in which no preferences or distinctions should be allowed on account of religion."
>
> Mr. Wilson supported the motion.
>
> Mr. GOUVERNEUR MORRIS. It is not necessary. The exclusive power at the seat of government will reach the object.
>
> On the question:
>
> Pennsylvania, Virginia, North Carolina, South Carolina, aye—4; New Hampshire, Massachusetts, New Jersey, Delaware, Maryland, Georgia, no—6. Connecticut, divided; Dr. Johnson, aye; Mr. Sherman, no.[2]

Morris's argument is the only one reported on either side, but it would be strange indeed, considering the state of opinion in the Convention concerning the relative spheres of the Federal and State governments, if the stronger objection, although it may not have been expressed, was not that the proposition was an invasion of the proper jurisdiction of the State authority.[3] But however this may be, the

[1] It is well known to students of the history of the Federal Convention that the so-called "Pinckney plan" is a document of little authority. See "The Madison Papers," III, Appendix 2, and "The Writings of James Madison," IV, 172, 173, 181, 182, 338, 339, 378, 379. Still, it is proper to cite the passage in relation to the university, since Mr. Pinckney alone certainly brought the subject forward, August 18, and again in connection with Mr. Madison, September 14. Dr. Goode does not mention Pinckney, but gives the whole credit to Madison.

[2] Elliot's Debates, Vols. I, p. 147; V, 440, 544.

[3] Dr. Henry Barnard, commenting on this history, says Pinckney's motion was lost, as reported by Madison, expressly on the ground that the power to establish such a university was included in the grant of exclusive legislation over the district in which the Government should be located (Report of the Commissioner of Education, 1868, p. 41). Dr. Barnard's statement is stronger than the record will justify. The fact that Mr. Madison reports only this argument is no proof that such was the accepted view of the subject. Action in the Federal Convention was often influenced by arguments that were not stated at all. Nor is Mr. Madison's report of the discussions by any means a full one.

practical result of the Convention's action on the whole subject, or rather inaction, was that education was left where it always had been, in the hands of the States or of the people. Still, two of its foremost members, and one of them its president, in after years strove to persuade Congress to establish a national university. The history of their efforts in that direction not only shows what were their views of the constitutional question, but is also extremely interesting in itself. It is, moreover, not improbable that Washington was associated with Pinckney and Madison in their efforts in the Convention.

The attempt to give education a status in the National Constitution was renewed in 1875–76, but in quite a new form. In his annual message, read December 7, 1875, President Grant urged upon Congress certain matters of legislation that he deemed of "vital importance," of which these are two:

First. That the States shall be required to afford the opportunity of a good common school education to every child within their limits.

Second. No sectarian tenets shall ever be taught in any school supported in whole or in part by the State, nation, or by the proceeds of any tax levied upon any community. Make education compulsory so far as to deprive all persons who can not read and write from becoming voters after the year 1890, disfranchising none, however, on grounds of illiteracy, who may be voters at the time this amendment takes effect.

On the 14th of the same month Hon. J. G. Blaine, in the House of Representatives, introduced a resolution proposing an amendment to the Constitution, which, as slightly modified by the Judiciary Committee, passed August 4, 1876, by a vote of 180 yeas to 7 nays, as follows:

ARTICLE XVI. No State shall make any law respecting an establishment of religion or prohibiting the free exercise thereof; and no money raised by taxation in any State for the support of public schools, or derived from any public fund therefor, nor any public lands devoted thereto, shall ever be under the control of any religious sect or denomination; nor shall any money so raised or lands so devoted be divided between religious sects or denominations. This article shall not vest, enlarge, or diminish legislative power in Congress.[1]

Three days later the Senate adopted a substitute for this resolution that had been recommended by the Judiciary Committee. The vote stood 28 yeas, 16 nays. As two-thirds did not vote in the affirmative, the resolution was lost. The substitute adopted by the Senate read as follows:

ARTICLE XVI. No State shall make any law respecting an establishment of religion, or prohibiting the free exercise thereof; and no religious test shall ever be required as a qualification to any office or public trust under any State. No public property and no public revenue of, nor any loan of credit by or under the authority of the United States, or any State, Territory, District, or municipal corporation shall be appropriated to or made or used for the support of any school, educational or other institution under the control of any religious or antireligious sect, organization, or denomination, or wherein the particular creed or tenets of any religious or antireligious sect, organization, or denomination shall be taught. And no such particular

[1] McPherson's Handbook of Politics, 1876, p. 240.

creed or tenets shall be read or taught in any school or institution supported in whole or in part by such revenue or loan of credit, and no such appropriation or loan of credit shall be made to any religious or antireligious sect, organization, or denomination, or to promote its interests or tenets. This article shall not be construed to prohibit the reading of the Bible in any school or institution; and it shall not have the effect to impair rights of property already vested.

SEC. 2. Congress shall have power, by appropriate legislation, to provide for the prevention and punishment of violations of this article.[1]

II. PRESIDENT WASHINGTON.

The first voice pleading for a national university is heard amid the tumult of the patriot soldiery that flocked to the beleaguer of Boston after Lexington and Concord. Samuel Blodget tells the story in a passage of his Economica,[2] the great interest of which does not permit either mutilation or abridgment:

As the most minute circumstances are sometimes instructing for their relation to great events, we relate the first we ever heard of a national university: It was in the camp at Cambridge, in October, 1775, when Maj. William Blodget went to the quarters of General Washington to complain of the ruinous state of the colleges from the conduct of the militia quartered therein. The writer of this being in company with his friend and relation, and hearing General Greene join in lamenting the then ruinous state of the eldest seminary of Massachusetts, observed, merely to console the company of friends, that to make amends for these injuries, after our war, he hoped we should erect a noble national university, at which the youth of all the world might be proud to receive instructions. What was thus pleasantly said, Washington immediately replied to, with that inimitably expressive and truly interesting look for which he was sometimes so remarkable: "Young man, you are a prophet, inspired to speak what I am confident will one day be realized." He then detailed to the company his impressions, that all North America would one day become united; he said that a Colonel Byrd, of Virginia, was the first man who had pointed out the best central seat for the capital city, near to the present spot, or about the falls of the Potomac. General Washington further said that a Mr. Evans had expressed the same opinion with many other gentlemen, who, from a cursory view of a chart of North America, received this natural and truly correct impression. The look of General Washington, the energy of his mind, his noble and irresistible eloquence, all conspired so far to impress the writer with these subjects, that if ever he should unfortunately become insane it will be from his anxiety for the Federal city and national university.

It is well known that Washington's interest in the site on which the city which bears his name stands dates from the time when he was encamped there with the Virginia troops in 1755. The above extract

[1] McPherson's Handbook of Politics, 1876, p. 241.

[2] Blodget's Economica, the alternative title of which is A Statesman's Manual for the United States of America, said to be the first work on political economy published in America, was published in Washington in 1806. The author copyrighted it "for the benefit, in trust, for the free education fund of the university founded by George Washington in his last years." Two mottoes appear on the title-page: "The legislature ought to make the people happy" (Aristotle on Government), and "Felix qui potuit rerum cognoscere causas." I am indebted to Dr. G. Brown Goode, of the National Museum, for the quotations made above, and also for my information of Blodget. See Dr. Goode's instructive monograph, The Origin of the National Scientific and Educational Institutions of the United States, published by the American Historical Association, report for 1889. See also memorial in regard to a national university, by John W. Hoyt, Washington, Government Printing Office, 1892, and the Special Report of the Commissioner of Education on the Condition and Improvement of Public Schools in the District of Columbia, Washington, 1871, pp. 145 et seq.

shows very plainly that in his mind a firm union of the States, a national capital, and a national university were intimately associated. These were favorite ideas with which he never parted. It is also interesting to note that this first suggestion of a national university is immediately prompted by the desecration and havoc that war was making in the college buildings at Cambridge. The idea next comes to the surface in a place far better adapted to its consideration than Washington's camp, viz, in the Federal Convention at Philadelphia, as shown above.

In his "Speech delivered to both Houses of Congress," January 8, 1790—which we should now call his first annual message—President Washington recommended certain interesting objects to their attention. After mentioning "uniformity in the currency, weights, and measures," "the advancement of agriculture, commerce, and manufactures," and the "expediency of giving effectual encouragement, as well to the introduction of new and useful inventions from abroad as to the exertions of skill and genius in producing them at home," and of "facilitating the intercourse between the distant parts of our country by a due attention to the post-office and post-roads"—all subjects in which he took a deep interest—he thus treats another subject that lay still nearer his heart:

> Nor am I less persuaded, that you will agree with me in opinion, that there is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is in every country the surest basis of public happiness. In one, in which the measures of government receive their impression so immediately from the sense of the community, as in ours, it is proportionably essential. To the security of a free constitution it contributes in various ways; by convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burthens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first and avoiding the last, and uniting a speedy but temperate vigilance against encroachments, with an inviolable respect to the laws.
>
> Whether this desirable object will be the best promoted by affording aids to seminaries of learning already established, by the institution of a national university, or by any other expedients, will be well worthy of a place in the deliberations of the legislature.[1]

Washington was not a strict construction statesman. His subsequent action shows that his mind never encountered any constitutional difficulties on the university question. He no doubt fully concurred in the view held by Mr. Morris; moreover, his practical mind found abundant authority for his favorite educational ideas in the general-welfare clause.

Beyond a general expression of concurrence in his views respecting the promotion of education and literature made by the House of Rep-

[1] Sparks's, The Writings of George Washington, Vol. XII, p. 9.

resentatives in reply to the President's speech, it does not appear that Congress paid the slightest attention to the subject.[1] Nor do we again hear of it for several years. This fact, apparently surprising in view of Washington's unflagging interest, is explained by a transaction of great national importance.

The permanent seat of the National Government was established on the Potomac by an act of Congress approved June 28, 1790, and the names Columbia and Washington were given, by the commissioners created by the act, to the Federal district and the Federal city, September 7, 1791. The establishment of the capital strengthened Washington's conviction as to the proper seat of a national university. But the Federal district was a forest; ten years was the time allotted to prepare the Federal city for the reception of the Government; and those who have read the contemporary accounts of the condition of Washington in the year 1800 will not be surprised that even Washington's ardor was for the time restrained. Blodget reports a conversation with the President, in which he "stated his opinion that till there were 4,000 or 5,000 inhabitants in the city of Washington, and until Congress were comfortably accommodated, it might be premature to commence a seminary. * * * He did not wish to see the work commence until the city was prepared for it."

A longer, though less important, series of transactions must now be related. Washington was always deeply interested in economical and industrial subjects. His views in regard to public improvements, and particularly in regard to uniting the seaboard with what were then called "the western waters," by means of transportation lines, are well known. In 1785 the legislature of Virginia voted him, as a testimonial for his public services, 50 shares of the stock in the Potomac Company and 100 shares in the James River Company, in both of which enterprises he had taken great interest. In obedience to the resolution that he had made in 1775 not to accept compensation or reward for public service, he declined to accept the gift; or, rather, he retained it with a view of devoting it to some object of a public nature which should meet the enlightened and patriotic views of the body that had voted the bounty. How much embarrassed he was by the gift is shown by his numerous letters in relation to the subject.[2] Nor was he able readily to make up his mind in regard to its destination. He wrote Mr. Jefferson as follows, September 26, 1785:

> I never for a moment entertained an idea of accepting it. The difficulty with which my mind labored was how to refuse without giving offense. Ultimately I have it in contemplation to apply the profits arising from the tolls to some public use. In this, if I knew how, I would meet the wishes of the assembly; but, if I am not able to come at these, my own inclination leads me to apply them to the establishment of two charity schools, one on each river, for the education and support of

[1] It will be remembered that in the early history of the Government the two houses were accustomed to make formal replies to the President's annual address.

[2] See Sparks, The Writings of George Washington, IX, 83, 108, 116, 133, 142; XI, 3, 19, 22, 172.

poor children, especially the descendants of those who have fallen in defense of their country.[1]

How early Washington settled this question in his own mind we can not tell. He wrote to Edmund Randolph, December 15, 1794, inclosing an extract from his will, which Dr. Sparks[2] supposes to have been the same in substance as the provisions relating to the same subject found in the will that Washington executed July 9, 1799, quoted hereafter. He asks Randolph in conjunction with Mr. Madison to mature a plan for disposing of the stock. But whether Dr. Sparks's inference on this point is correct or not, it is certain that, about this time, the shares in the improvement companies, or rather the shares in one of them, in Washington's mind, became a part of the endowment of a national university. January 28, 1795, he addressed this letter to the commissioners of the Federal district.

A plan for the establishment of a university in the Federal city has frequently been the subject of conversation; but in what manner it is proposed to commence this important institution, on how extensive a scale, the means by which it is to be effected, how it is to be supported, or what progress is made in it, are matters altogether unknown to me. It has always been a source of serious reflection and sincere regret with me that the youth of the United States should be sent to foreign countries for the purpose of education. Although there are doubtless many, under these circumstances, who escape the danger of contracting principles unfavorable to republican government, yet we ought to deprecate the hazard attending ardent and susceptible minds, from being too strongly and too early prepossessed in favor of other political systems before they are capable of appreciating their own.

For this reason I have greatly wished to see a plan adopted by which the arts, sciences, and belles-lettres could be taught in their fullest extent, thereby embracing all the advantages of European tuition, with the means of acquiring the liberal knowledge which is necessary to qualify our citizens for the exigencies of public as well as private life; and (which with me is a consideration of great magnitude) by assembling the youth from the different parts of this rising Republic, contributing from their intercourse and interchange of information to the removal of prejudices which might perhaps sometimes arise from local circumstances.

The Federal city, from its centrality and the advantages which in other respects it must have over any other place in the United States, ought to be preferred as a proper site for such a university. And if a plan can be adopted upon a scale as extensive as I have described, and the execution of it should commence under favorable auspices in a reasonable time, with a fair prospect of success, I will grant in perpetuity 50 shares in the navigation of the Potomac River towards the endowment of it.

What annuity will arise from these 50 shares when the navigation is in full operation can at this time be only conjectured; and those who are acquainted with it can form as good a judgment as myself.

As the design of this university has assumed no form with which I am acquainted, and as I am equally ignorant who the persons are who have taken or are disposed to take the maturing of the plan upon themselves, I have been at a loss to whom I should make this communication of my intentions. If the commissioners of the Federal city have any particular agency in bringing the matter forward, then the information which I now give to them is in its proper course. If, on the other hand, they have no more to do in it than others who may be desirous of seeing so important a measure carried into effect, they will be so good as to excuse my using them as the medium for disclosing these my intentions; because it appears necessary

[1] Sparks, IX, 133. [2] Sparks, XI, 3.

that the funds for the establishment and support of the institution should be known to the promoters of it, and I see no mode more eligible for announcing my purpose. For these reasons I give you the trouble of this address and the assurance of being,[1] etc.

The next step soon followed. March 16 Washington wrote to Governor Brooke, of Virginia, in regard to the disposition to be made of the shares:

It is with indescribable regret that I have seen the youth of the United States migrating to foreign countries in order to acquire the higher branches of erudition and to obtain a knowledge of the sciences. Although it would be injustice to many to pronounce the certainty of their imbibing maxims not congenial with republicanism, it must, nevertheless, be admitted that a serious danger is encountered by sending abroad among other political systems those who have not well learned the value of their own.

The time is therefore come when a plan of universal education ought to be adopted in the United States. Not only do the exigencies of public and private life demand it, but if it should ever be apprehended that prejudice would be entertained in one part of the Union against another, an efficacious remedy will be to assemble the youth of every part under such circumstances as will, by freedom of intercourse and collision of sentiment, give to their minds the direction of truth, philanthropy, and mutual conciliation.

It has been represented that a university corresponding with these ideas is contemplated to be built in the Federal city, and that it will receive considerable endowments. This position is so eligible from its centrality, so convenient to Virginia, by whose legislature the shares were granted, and in which part of the Federal district stands, and combines so many other conveniences that I have determined to vest the Potomac shares in that university.

Presuming it to be more agreeable to the general assembly of Virginia that the shares in the James River Company should be reserved for a similar object in some part of that State, I intend to allot them for a seminary to be erected at such place as they shall deem most proper. I am disposed to believe that a seminary of learning upon an enlarged plan, but yet not coming up to the full idea of a university, is an institution to be preferred for the position which is to be chosen. The students who wish to pursue the whole range of science may pass with advantage from the seminary to the university, and the former by a due relation may be rendered cooperative with the latter.

I can not, however, dissemble my opinion that if all the shares were conferred on a university it would become far more important than when they are divided; and I have been constrained from concentering them in the same place merely by my anxiety to reconcile a particular attention to Virginia with a great good, in which she will abundantly share in common with the rest of the United States.

I must beg the favor of your excellency to lay this letter before that honorable body at their next session, in order that I may appropriate the James River shares to the place which they may prefer.[2]

The Virginia legislature, responding to the President's views, December 1, 1795, declared it highly disadvantageous for American youth to go to foreign countries to complete their education. It not only ratified the use to which he proposed to devote the stock, but also resolved that "the plan contemplated of erecting a university in the Federal city, where the youth of the several States may be assembled and their

[1] Sparks, XI, 14.

[2] Sparks, XI, 23.

course of education finished, deserves the countenance and support of each State." These are the two principal resolutions in full:

Resolved, therefore, That the appropriation by the said George Washington of the aforesaid shares in the Potomac Company to the university intended to be erected in the Federal city is made in a manner most worthy of public regard and of the approbation of this Commonwealth.

Resolved, also That he be requested to appropriate the aforesaid shares in the James River Company to a seminary at such place in the upper country as he may deem most convenient to a majority of the inhabitants thereof.[1]

These resolutions settled the question. September 15, 1796, Washington wrote to Governor Brooke that after careful inquiries to ascertain the place in the upper country most convenient to a majority of its inhabitants, he has destined the James River shares to the use of Liberty Hall Academy, in Rockbridge County.[2] We accordingly find this item in his will:

The 100 shares which I hold in the James River Company I have given, and now confirm in perpetuity, to and for the use and benefit of Liberty Hall Academy, in the county of Rockbridge, in the Commonwealth of Virginia.[3]

Before the disposition of the shares in the improvement companies was finally closed, Washington was called upon to consider the boldest scheme recorded in our educational history. The faculty of the College of Geneva, Switzerland, were ill at ease under the political conditions then existing in that country growing out of the French Revolution, and one or more of its members originated the brilliant proposal of migrating in a body to the United States, provided suitable encouragement were offered. In a word, it was a proposition to transplant to America one of the most famous of European seats of learning. In view of the facts already stated, it was natural that the scheme should be laid before Washington. It reached him by two different channels.

John Adams, while on foreign duty, had become acquainted with M. D'Ivernois, one of the professors of the college, and he was very appropriately made a medium for transmitting the Genevan idea. Adams submitted the papers to Washington, and Washington replied under date of November 27, 1794, neither accepting nor declining the proposition.[4]

Thomas Jefferson, while minister at Paris, had also made M. D'Ivernois's acquaintance. He was known to be deeply interested in science and in the College of Geneva, and was also in close sympathy with French ideas and the French spirit. Very naturally, the Genevan professor sounded him also on the subject. More definitely, he pro-

[1] Sparks, XI, 25, note.

[2] Sparks, XI, 172.

[3] Augusta Academy was founded by the Hanover Presbytery, at Mount Pleasant, about the year 1772. After a few years, it was located at Lexington and its name changed to Liberty Hall Academy. Later its name was changed to Washington College, and still later to Washington and Lee University. The legislature has watched carefully over Washington's donation, and it now yields 6 per cent on $50,000. See a sketch of the institution in H. B. Adams's "Thomas Jefferson and the University of Virginia," Chapter XXII, by Professors White and Harris.

[4] Sparks, XI, 1.

posed the transplantation of the college to Virginia and to Jefferson's own county. November 22, 1794, Jefferson laid the scheme before Wilson Nicholas, a member of the Virginia assembly, requesting him to consult privately such members of the assembly as he thought proper, and then to follow his own judgment in the premises. Jefferson spoke of the expense and of the difficulty of communicating instruction to American youth in French and Latin, but added that owing to his long absence from the State he was not a competent judge of the force of these objections.[1] In due time Nicholas informed him that a canvass had been made, and that the scheme was pronounced impracticable. Mr. Jefferson accordingly explained the situation to M. D'Ivernois in a letter dated February 6, 1795.[2]

Apparently, this should have been the end of this extravagant project. But Jefferson now bethought him of the fund that Washington held in trust for an educational purpose; and February 23 he wrote the President an extremely interesting letter in relation to the subject, sketching the members of the Genevan faculty, one by one, and discussing the question of removal, especially in its economical aspect. He thinks that if Washington will devote the shares to the carrying out of the scheme, it will give it "in the outset such an eclat, and such solid advantages, as would insure a very general concourse to it of the youths from all our States, and probably from the other parts of America which are free to adopt it."[3] It is perfectly clear that Mr. Jefferson did not think the scheme impracticable. Still, he did not indorse the proposition in the terms that D'Ivernois had made it. He wrote:

> The composition of the academy can not be settled there. It must be adapted to our circumstances, and can therefore only be fixed between them and persons here acquainted with those circumstances, and conferring for the purpose after their arrival here. For a country so marked by agriculture as ours, I should think no professorship so important as one not mentioned by them, a professor of agriculture, who, before students should leave college, should carry them through a course of lectures on the principles and practice of agriculture; and that this professor should come from no country but England. Indeed, I should mark Young as the man to be obtained. These, however, are modifications to be left till their arrival here.

The reply that he received, dated March 15, left him in no doubt as to Washington's view of its practicability. After recounting the advantages that would accrue to the national university from locating it in the Federal city, and stating that he has already decided to devote the James River shares to some Virginia seminary, Washington continues thus:

> Hence you will perceive that I have in a degree anticipated your proposition. I was restrained from going the whole length of the suggestion by the following considerations: First, I did not know to what extent or when any plan would be so matured for the establishment of a university as would enable any assurances to be given to the application of M. D'Ivernois. Secondly, the propriety of transplanting the professors in a body might be questioned for several reasons; among others,

[1] The Writings of Thomas Jefferson; IV, 109. [2] Ibid., IV, 113. [3] Sparks, XI, 475.

because they might not all be good characters, nor all sufficiently acquainted with our language. And again, having been at variance with the leveling parties of their own country, the measure might be considered as an aristocratical movement by more than those who, without any just cause that I can discover, are continually sounding the bell of aristocracy. And, thirdly, because it might preclude some of the first professors in other countries from a participation, among whom some of the most celebrated characters in Scotland, in this line, might be obtained.[1]

But on one point Washington expressed himself more fully to Adams than he did to Jefferson.

My opinion with respect to emigration is that, except of useful mechanics and some particular descriptions of men or professions, there is no need of encouragement; while the policy or advantage of its taking place in a body (I mean the settling of them in a body) may be much questioned; for by so doing they retain the language, habits, and principles, good or bad, which they bring with them. Whereas, by an intermixture with our people they or their descendants get assimilated to our customs, measures, and laws; in a word, soon become one people.[2]

Our story now descends from the lofty heights to which M. D'Ivernois and Mr. Jefferson have raised it, to its former prosaic level.

As the year 1796 wore on, Washington was revolving in his mind his Farewell Address. As is well known, he consulted Alexander Hamilton as to the substance and the style of this address. Writing September 1, he expressed his regret at the omission from a rough draft that he had previously transmitted to Hamilton of a subject in which he was deeply interested.

I mean education generally, as one of the surest means of enlightening and giving just ways of thinking to our citizens, but particularly the establishment of a university, where the youth from all parts of the United States might receive the polish of erudition in the arts, sciences, and belles-lettres; and where those who were disposed to run a political course might not only be instructed in the theory and principles, but (this seminary being at the seat of the General Government) where the Legislature would be in session half the year, and the interests and politics of the nation of course would be discussed, they would lay the surest foundation for the practical part also.

But that which would render it of the highest importance, in my opinion, is, that the juvenal period of life, when friendships are formed, and habits established, that stick by one, the youth or young men from different parts of the United States would be assembled together, and would by degrees discover that there was not that cause for those jealousies and prejudices which one part of the Union had imbibed against another part—of course, sentiments of more liberality in the general policy of the country would result from it. What but the mixing of people from different parts of the United States during the war rubbed off these impressions? A century, in the ordinary intercourse, would not have accomplished what the seven years' association in arms did; but that ceasing, prejudices are beginning to revive again, and never will be eradicated so effectually by any other means as the intimate intercourse of characters in early life, who, in all probability, will be at the head of the counsels of this country in a more advanced stage of it.

To show that this is no new idea of mine, I may appeal to my early communications to Congress; and to prove how seriously I have reflected on it since, and how well disposed I have been, and still am, to contribute my aid toward carrying the measure into effect, I inclose you an extract of a letter from me to the governor of Virginia on this subject, and a copy of the resolves of the legislature of that State in consequence thereof.

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[1] Sparks, XI, 21.

[2] Ibid., XI, p. 2.

I have not the smallest doubt that this donation (when the navigation is in complete operation, which it certainly will be in less than two years) will amount to 1,200 or 1,500 pounds sterling a year, and become a rapidly increasing fund. The proprietors of the Federal City have talked of doing something handsome toward it likewise; and if Congress would appropriate some of the western lands to the same uses, funds sufficient, and of the most permanent and increasing sort, might be so established as to invite the ablest professors in Europe to conduct it.[1]

Hamilton advised that it would be better to bring the university forward in the annual speech at the opening of the approaching session of Congress. In this view Washington acquiesced, though with some reluctance. He wrote the 6th of September:

If you think that the idea of a university had better be reserved for the speech at the opening of the session, I am content to defer the communication of it until that period; but, even in that case, I would pray you, as soon as convenient, to make a draft for the occasion, predicated on the ideas with which you have been furnished; looking, at the same time, into what was said on this head in my second speech to the First Congress, merely with a view to see what was said on the subject at that time; and this, you will perceive, was not so much to the point as I want to express now, though it may, if proper, be glanced at, to show that the subject had caught my attention early.

But, to be candid, I much question whether a recommendation of this measure to the Legislature will have a better effect now than formerly. It may show, indeed, my sense of its importance, and that is a sufficient inducement with me to bring the matter before the public in some shape or another at the closing scenes of my political exit. My object for proposing to insert it where I did (if not improper) was to set the people ruminating on the importance of the measure, as the most likely means of bringing it to pass.[2]

The Farewell Address, accordingly, makes no mention of the university, but contains the golden sentences so often quoted:

Promote as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened.

One of Washington's favorite ideas was the establishment of a military school. He remembered vividly the almost total lack of educated American officers in the Revolutionary army, especially of engineers, and also the sore embarrassments growing out of the influx of foreign officers. In 1793 he had recommended to Congress as a "national feature of the military system to be created the provision of an opportunity for the study of those branches of the military art which can scarcely ever be attained by practice alone;" and he now brought the two ideas forward in his last annual speech to Congress, delivered December 7, 1796. He devotes two paragraphs to the university.

The assembly to which I address myself is too enlightened not to be fully sensible how much a flourishing state of the arts and sciences contributes to national prosperity and reputation. True it is that our country, much to its honor, contains many seminaries of learning highly respectable and useful; but the funds upon which they rest are too narrow to command the ablest professors, in the different departments of liberal knowledge, for the institution contemplated, though they would be excellent auxiliaries.

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[1] The works of Alexander Hamilton, VI, 147, 148.
[2] Ibid., VI, pp. 149, 150

Amongst the motives to such an institution, the assimilation of the principles, opinions, and manners of our countrymen, by the common education of a portion of our youth from every quarter, well deserves attention. The more homogeneous our citizens can be made in these particulars, the greater will be our prospects of permanent union; and a primary object of such a national institution should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important, and what duty more pressing on its legislature, than to patronize a plan for communicating it to those who are to be the future guardians of the liberties of the country.[1]

The fears that Washington expressed to Hamilton were fully justified by the event. Congress treated the university as it had done before—with silence.

In his will Washington fully relates the history of the shares in the navigation companies that he held; he also argues at some length the university question, expressing once more his regret that American youth should resort to foreign countries in quest of education; and then disposes of the Potomac shares in this item:

I give and bequeath, in perpetuity, the 50 shares which I hold in the Potomac Company (under the aforesaid acts of the legislature of Virginia), toward the endowment of a university, to be established within the limits of the District of Columbia, under the auspices of the General Government, if that Government should incline to extend a fostering hand toward it; and, until such a seminary is established, and the funds arising on these shares shall be required for its support, my further will and desire is, that the profit accruing therefrom shall, whenever dividends are made, be laid out in purchasing stock in the Bank of Columbia, or some other bank, at the discretion of my executors, or by the Treasurer of the United States for the time being, under the direction of Congress; provided that honorable body should patronize the measure; and the dividends proceeding from the purchase of such stock are to be vested in more stock, and so on, until a sum adequate to the accomplishment of the object is obtained; of which I have not the smallest doubt before many years pass away, even if no aid or encouragement is given by legislative authority, or from any other source.[2]

The executing of his will was Washington's last act in relation to a university. Congress took no steps to make the above provisions effectual. Dr. Goode says: "The value of the bequest was at the time placed at 5,000 pounds sterling, and it was computed by Blodget that, had Congress kept faith with Washington, as well as did the legislature of Virginia in regard to the endowment of Washington College, his donation at compound interest would in twelve years (1815) have grown to $50,000 and in twenty-four years (1827) to $100,000, an endowment sufficient to establish one of the colleges in the proposed university." The Potomac stock paid but one dividend. Still, the Chesapeake and Ohio Canal, and later the Baltimore and Ohio Railroad, were developments of the project. Dr. H. B. Adams suggests that "the actual fate of Washington's endowment of a national university would be a good subject for a Congressional inquiry, when other scientific subjects are exhausted."[3]

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[1] Sparks, Vol. XII, p. 71. [2] Sparks, Vol. I, p. 572. [3] William and Mary College, 44.

Such is the history of Washington's connection with the proposed university. It is but a part, however, of his whole relation to the subject of higher education. The facts recited suggest some reflections.

First, it is apparent that the national university idea attracted considerable attention when our present Government was in process of establishment. It seems, in fact, to have been quite commonly assumed that such an institution would be established when the fitting time came. Some may read between the lines that small, provincial ideas prevailed a century ago. Not only Washington's ideas but also Jefferson's may appear strangely inadequate as respects ways and means. But we must remember that the whole scale of things has increased enormously in one hundred years, and that ideas which were then large are to-day small. The point at which Washington was most at variance with current practice was his strong objection to sending American youth abroad to study. Very clearly, he did not see that his plan for keeping them at home would, in the long run, be the surest means of sending them abroad. But here, again, conditions have greatly changed. No man could then foresee, what experience has thus far proved, that the better and more numerous American universities became, the larger the number of students who would flock to those of Europe. Even Jefferson wrote, after studying foreign educational institutions, that, besides speaking the modern languages, every article of general education desirable for an American youth to have could be as well acquired at William and Mary College as in any place in Europe.

III. LETTERS OF DR. RUSH.

Just how much interest there was at the time in the university proposition it would be hard to say. Dr. Goode prints as an appendix to his monograph an able letter that appeared in The Pennsylvania Gazette of November 29, 1788, in which the writer, who is thought to have been Dr. Benjamin Rush, not only elaborates a "Plan of a Federal university," which is his title, but argues that the new Constitution can succeed only through an education adapted to the new and peculiar condition of the country, and insists that a national establishment is essential to that end. "To effect that great and necessary work," he says, "let one of the first acts of the new Congress be to establish within the district to be allotted to them a Federal university, into which the youth of the United States shall be received after they have finished their studies and taken degrees in the colleges of their respective States. In this university let those branches of literature only be taught which are calculated to prepare our youth for public and civil life." This earnest paragraph may be quoted entire:

> Let it not be said that this is not the time for such a literary and political establishment. Let us first restore public credit by funding or paying our debts; let us regulate our militia, let us build a navy, and let us protect and extend our commerce. After that we shall have leisure and money to establish a university for the

purposes that have been mentioned. This is false reasoning. We shall never restore public credit, regulate our militia, build a navy, or revive our commerce until we remove the ignorance and prejudices and change the habits of our citizens; and this can never be done until we inspire them with Federal principles, which can only be effected by our young men meeting and spending two or three years together in a national university, and afterwards disseminating their knowledge and principles through every county, town, and village in the United States. Until this is done, Senators and Representatives of the United States, you will undertake to make brick without straw. Your supposed union in Congress will be a rope of sand. The inhabitants of Massachusetts began the business of government by establishing the University of Cambridge, and the wisest kings of Europe have always found their literary institutions the surest means of establishing their power as well as promoting the prosperity of their people.

However, this was not the first time that Dr. Rush had spoken upon the subject. Dr. Goode reprints from Niles's Principles and Acts of the Revolution in America an "Address to the people of the United States" that Rush had published in 1787. This address begins: "There is nothing more common than to confound the terms of the American Revolution with those of the late American war. The American war is over, but this is far from being the case with the American Revolution." Here, too, he pleads for the dissemination of knowledge throughout every part of the United States; for "this purpose," he says, "let Congress, instead of laying out half a million of dollars in building a Federal town, appropriate only a fourth of that sum in founding a Federal university." His closing words are, "The Revolution is not over."

IV. THE FIRST PRESIDENT ADAMS.

The first President Adams was in thorough sympathy with all reasonable efforts to advance learning and science. His writings abound in interesting passages relating to the subject of education. Nor was he restrained from urging a national university by any constitutional theories. Still, the only utterance on the subject that I have found in his various addresses to Congress is contained in his inaugural address. This is a strong avowal of "a love of science and letters, and a wish to patronize every rational effort to encourage schools, colleges, universities, academies, and every institution for propagating knowledge, virtue, and religion among all classes of the people, not only for their benign influence on the happiness of life in all its stages and classes, and of society in all its forms, but as the only means of preserving our Constitution from its natural enemies, the spirit of sophistry, the spirit of party, the spirit of intrigue, the profligacy of corruption, and the pestilence of foreign influence, which is the angel of destruction to elective governments." Adams's administration was a troubled one, and he may have been restrained by a conviction that no mere recommendation of his on such a matter would avail. He was familiar, too, with the ill success that had attended Washington's efforts, although they were enforced by a proffered endowment. Besides, his addresses to Congress were brief and his recommendations few in number.

V. PRESIDENT JEFFERSON.

If any President could have identified his name with a real national university, undoubtedly it was Thomas Jefferson. He was borne into the Presidential chair by a powerful and enthusiastic party, well accustomed to follow his leadership. The Federal city was now established, and the national revenues increased beyond the wants of the Government. Since 1787 the expectation had been more or less general that a university would be established when the propitious time should arrive, and for several years at the beginning of the century this expectation was materially strengthened. In many respects Mr. Jefferson was the very man to take up and press the plan that Washington had laid down only with his life. He was one of the most liberal-minded Americans of the day. His interest in science was so great that he protested time and again his strong preference for study and investigation to the strifes of politics. He held advanced views on higher education. Years before, in company with Chancellor Wythe, he had matured and brought forward an elaborate plan for the establishment of a system of public schools in Virginia. He had carefully studied the subject of education abroad. He had warmly espoused the Geneva removal scheme. And he was yet to found the University of Virginia. This he considered one of his three chief titles to remembrance, the other two being the authorship of the Declaration of Independence and the establishment of religious liberty in Virginia. It verily seemed to many that now, since science and philosophy had ascended to the Chief Magistrate's chair, the propitious time to found the national university had come. All such expectations were cruelly disappointed. Mr. Jefferson mentioned the subject but once in his various communications to Congress. In his sixth annual message, delivered September 2, 1806, discussing the state of the public finances, he said there would be "ere long an accumulation of moneys in the Treasury beyond the installments of public debt which we are permitted by contract to pay," and asked what should be done with the surplus. He thought the public would not consent to a large reduction of revenue, but rather insist upon its "continuance and application to the great purposes of public education, roads, rivers, canals, and such other objects of public improvement as it may be thought proper to add to the constitutional enumeration of Federal powers." He thus continues:

> Education is here placed among the articles of public care, not that it would be proposed to take its ordinary branches out of the hands of private enterprise, which manages so much better all the concerns to which it is equal; but a public institution can alone supply those sciences which, though rarely called for, are yet necessary to complete the circle, all the parts of which contribute to the improvement of the country, and some of them to its preservation. The subject is now proposed for the consideration of Congress, because, if approved, by the time the State legislatures shall have deliberated on this extension of the Federal trusts, and the laws shall be passed and other arrangements made for their execution, the necessary funds will be on hand and without employment. I suppose an amendment to the Constitution, by

consent of the States, necessary, because the objects now recommended are not among those enumerated in the Constitution, and to which it permits public moneys to be applied.

The present consideration of a national establishment for education, particularly, is rendered proper by this circumstance also, that if Congress, approving the proposition, shall yet think it more eligible to found it on a donation of lands, they have it now in their power to endow it with those which will be among the earliest to produce the necessary income. This foundation would have the advantage of being independent of war, which may suspend other improvements by requiring for its own purposes the resources destined for them.

This feeble outcome will not surprise anyone who is acquainted with the facts of the case. There is no reason to suppose that Mr. Jefferson was at any time interested in a national university in the sense that Washington or Madison was interested in it. His sincere devotion to education is unquestioned; but he wished to gain his ends rather through State than United States agencies. In fact, his idea in urging the Genevan scheme was Virginian rather than national, as his letter to Washington shows. Withal, his constitutional theories stood in his way. His mere mention that a constitutional amendment would be necessary before any portion of the surplus revenue could be devoted to a university was quite enough to put an end for the time to the undertaking.[1]

VI. JOEL BARLOW'S PLANS.

In 1800 Joel Barlow, poet, politician, and speculator, but then minister in Paris, wrote Senator Baldwin, of Georgia, urging a national scientific institution, of which he proposed that he should be made the head. He wrote to Mr. Jefferson urging the same proposition. In 1805 Barlow returned home, and almost immediately issued his "Prospectus of a national institution to be established in the United States." This prospectus begins with the declaration: "The project for erecting a university at the seat of the Federal Government is brought forward at the happy moment and on liberal principles." It is a review of the state of learning and science in Europe, with accounts of the educational and scientific institutions supported by various governments, and especially by that of France. Then follows Barlow's own plan of an institution for the United States, drawn upon the most liberal scale. The paper closes with a strong appeal to Congress and to "opulent citizens" to make a liberal endowment for so great an object. Too much time has already been lost. The National Intelligencer, the Adminis-

[1] Mr. Jefferson seems to have thought that the proposition to amend the Constitution in favor of the university would meet with an immediate response. In a letter to Mr. Gallatin, Secretary of the Treasury, relative to the message of 1806, he wrote: "The university.—This proposition will pass all the States in the winter of 1807-8, and Congress will not meet, and consequently can not act on it, till the winter of 1808-9. The Florida debt will therefore be paid off before the university can call for anything." Gallatin replied two days later that the proposition would certainly be unpopular, while public works would be popular. "I think, indeed," he said, "that the only chance of the adoption arises from the ease with which funds in the public lands may be granted." Adams: The Writings of Albert Gallatin, I, 313-319. It is needless to say which one of the two men had read public sentiment more correctly.

tration organ, commented favorably upon Barlow's scheme. The prospectus was circulated throughout the country, meeting with much favor. Barlow drew up a bill for the incorporation of the institution which, introduced into the Senate, passed to a second reading, was referred to a committee, and never heard of again.[1]

VII. PRESIDENT MADISON.

On becoming President, Mr. Madison did not forget the interest he had taken in the university twenty years before. On this subject, at least, he did not share Mr. Jefferson's constitutional views. He had no trouble in finding constitutional authority for a national university in the Federal district. Three times he brought the proposition forward.

In his second annual message he said:

> While it is universally admitted that a well-instructed people alone can be permanently a free people, and while it is evident that the means of diffusing and improving useful knowledge form so small a proportion of the expenditures for national purposes, I can not presume it to be unreasonable to invite your attention to the advantages of superadding to the means of education provided by the several States a seminary of learning instituted by the National Legislature, within the limits of their exclusive jurisdiction, the expense of which might be defrayed or reimbursed out of the vacant grounds which have accrued to the nation within those limits.
>
> Such an institution, though local in its legal character, would be universal in its beneficial effects. By enlightening the opinions, by expanding the patriotism, and by assimilating the principles, the sentiments, and the manners of those who might resort to this temple of science, to be redistributed in due time through every part of the community, sources of jealousy and prejudice would be diminished, the features of national character would be multiplied, and greater extent given to social harmony. But above all, a well-constituted seminary, in the center of the nation, is recommended by the consideration that the additional instruction emanating from it would contribute not less to strengthen the foundations than to adorn the structure of our free and happy system of government.

The war with England over, President Madison in 1817 returned to the subject. He said in his seventh annual message:

> The present is a favorable season, also, for bringing again into view the establishment of a national seminary of learning within the District of Columbia, and with means drawn from the property therein, subject to the authority of the General Government. Such an institution claims the patronage of Congress as a monument of their solicitude for the advancement of knowledge without which the blessings of liberty can not be fully enjoyed or long preserved; as a model instructive in the formation of other seminaries; as a nursery of enlightened preceptors; as a central resort of youth and genius from every part of their country, diffusing on their return examples of those national feelings, those liberal sentiments, and those congenial manners, which contribute cement to our union and strength to the political fabric of which that is the foundation.

And again in his last annual message he said:

> The importance which I have attached to the establishment of a university within this District, on a scale and for objects worthy of the American Nation, induces me to renew my recommendation of it to the favorable consideration of Congress.

[1] I am indebted to Dr. Goode's monograph for the above facts in relation to Barlow's scheme. He prints the prospectus in full. See also Todd's Life of Joel Barlow.

And I particularly invite again their attention to the expediency of exercising their existing powers, and, where necessary, of resorting to the prescribed mode of enlarging them, in order to effectuate a comprehensive system of roads and canals, such as will have the effect of drawing more closely together every part of our country by promoting intercourse and improvements, and by increasing the share of every part in the common stock of national prosperity.

VIII. PRESIDENT MONROE.

Mr. Monroe shared the constitutional scruples of Mr. Jefferson. In his first message he recommended such amendment of the Constitution as would admit of internal improvements being made by Congress. He flattered himself that "the benign spirit of conciliation and harmony" prevailing throughout the Union promised to such a recommendation the most prompt and favorable result. He added:

I think proper to suggest, also, in case this measure is adopted, that it be recommended to the States to include in the amendment sought a right in Congress to institute, likewise, seminaries of learning, for the all-important purpose of diffusing knowledge among our fellow-citizens throughout the United States.

IX. THE SECOND PRESIDENT ADAMS.

The second President Adams, in breadth of intellectual attainments and sympathies, was inferior to no man who has filled the Presidential office. He had acted for many years with the Virginia school of politics, but he did not regard their constitutional subtleties. He was, in fact, a broad constructionist, holding large views on all subjects of a national character. As Secretary of State he had made a celebrated report on weights and measures, which is still considered one of the most valuable documents on that subject ever written. As the recommendations of that report had not been enacted into law, he naturally took occasion, in his first annual message, to draw the attention of Congress to the subject again, connecting it with the profound, laborious, and expensive researches into the figure of the earth and the comparative length of the pendulum vibrating seconds in various latitudes from the equator to the poles which had been made in Europe. He thought it would be honorable to the country to share in these investigations, and as a means of making this possible he went on to say:

Connected with the establishment of a university, or separate from it, might be undertaken the erection of an astronomical observatory, with provision for the support of an astronomer, to be in constant attendance of observation upon the phenomena of the heavens, and for the periodical publication of his observations. It is with no feeling of pride, as an American, that the remark may be made that on the comparatively small territorial surface of Europe there are existing upward of 130 of these light-houses of the skies, while throughout the whole American hemisphere there is not one. If we reflect a moment upon the discoveries which in the last four centuries have been made in the physical constitution of the universe, by the means of these buildings and of observers stationed in them, shall we doubt of their usefulness to every nation? And while scarcely a year passes over our heads without bringing some new astronomical discovery to light, which we must fain receive at secondhand from Europe, are we not cutting ourselves off from the means

of returning light for light, while we have neither observatory nor observer upon our half of the globe, and the earth revolves in perpetual darkness to our unsearching eyes?

He referred in fitting terms to the interest that his first predecessor had taken in institutions and seminaries of learning, saying that if he could now survey the city which had been honored with his name, he would see the spot of earth which he had destined and bequeathed to the use and benefit of his country as the site for a university still bare and barren.

If possible, John Quincy Adams's recommendations had less weight with Congress than his father's had had, and this one was perhaps the least fortunate of all. It was received with shouts of derisive merriment that show, not merely the furious partisan rancor of 1825, but also the low state of science in the United States. With March 4, 1829, American politics took a new departure, and the national university passed out of sight. The first six Presidents had recommended such an institution more or less warmly, and it is painful to think that, whatever its merits, it should have expired amid the inextinguishable laughter with which the recommendation of a "light-house in the skies" was greeted.

The main purpose of the compiler of these documents is to exhibit the views of the early Presidents concerning a national university, and not to give a full history of the subject. Those who wish to pursue the subject more fully are referred to the bibliography following the documents. Dr. F. W. Blackmar, in his Federal and State Aid to Higher Education, tells us that in 1796 a memorial was before Congress praying for the foundation of a university; that again in 1811 the subject was considered by a Congressional committee, which reported that it would be unconstitutional for Congress to found, endow, and control such a seminary; and that another Congressional committee considered the subject in 1816, but with no practical results. (His references are Ex. Doc. Fourth Congress, second session; Ex. Doc. Eleventh Congress, third session; Ex. Doc. Fourteenth Congress, second session.) He also remarks, as others have done, that Congress has founded and supported the National Museum, the Library of Congress, the National Observatory, and the Bureau of Education, which in some sense take the place of a university. In fact, the old National Observatory stood on "University Square," which Washington had chosen as the site of the university. Dr. Blackmar also draws attention to the fact that although the university question was considered practically settled after 1816, it was reopened for discussion when Congress came to dispose of the Smithson bequest, and again in 1873 following the Paris Exposition. At this time a bill was before the House of Representatives providing for a university at Washington, endowed by Congress to the amount of $20,000,000, yielding 5 per cent interest, the income to be used for buildings, furnishings, and for the general support of

the institution. (House Report No. 89, Forty-second Congress, third session, 90.)

Mention may be made of the bill introduced into the United States Senate by Hon. George F. Edmunds, May 14, 1890, entitled "A bill to establish the university of the United States." This bill was read twice and referred to a select committee of nine. Also of a bill entitled "A bill to establish a national university," introduced into the Senate by Hon. Redfield Proctor, February 4, 1893, read twice and referred to a special committee.

Additional references are the following: C. K. Adams: Washington and the Higher Education, 1888. Henry Adams: The Writings of Albert Gallatin, 1879; The Life of Albert Gallatin, 1879. H. B. Adams: Washington's Plan for a National University, Johns Hopkins University Studies, III, 93; Thomas Jefferson and the University of Virginia, 1888; The College of William and Mary, 1887. C. W. Eliot: A National University, Proceedings of the National Educational Association, 1873. J. C. Henderson: Thomas Jefferson and Public Education, 1890. J. W. Hoyt: Preliminary Report on an American University, Proceedings of the National Educational Association, 1870; An American University, Second Report of the National Committee, Proceedings of the National Educational Association, 1871; Report on Education, United States Commission, Paris Exposition, VI, 1873; A National University, Review of a Paper Read at Elmira, N. Y., by Charles W. Eliot, Proceedings of the National Educational Association, 1874; Memorial in regard to a National University, Washington, Government Printing Office, 1892 (this memorial is a magazine of quotations and arguments in relation to its subject). A. D. White: National and State Governments and Advanced Education, American Journal of Social Science, 1874; A National University, The Forum, 1889. See also Poole's Index to Periodical Literature, indexes of the leading reviews and magazines, under "University," and the list of authorities in Knight, Land Grants for Education, 173–175.

X. PROVISIONS CONCERNING EDUCATION IN THE STATE CONSTITUTIONS.

I. First period, 1776–1802.—II. Second period, 1802–1835.—III. Third period, 1835–1861.—IV. Fourth period, 1861–1895.

I. FIRST PERIOD, 1776–1802.

Discussion; Pennsylvania, 1776; North Carolina, 1776; Georgia, 1777; Vermont, 1777; Massachusetts, 1780; New Hampshire, 1784; Vermont, 1787; Pennsylvania, 1790; Delaware, 1792; Tennessee, 1796; Georgia, 1798.

The provisions of the State constitutions concerning schools and education, from 1776 to the present time, form an interesting chapter in the history both of American jurisprudence and of American education. They are the legal foundations of our State school systems. It is proposed in this section to bring all these provisions together in such a

manner as to illustrate fully the development of this important branch of our educational history. This object will be best gained by following, in the main, the chronological order in which these provisions were enacted. It will be convenient also to present the subject under certain heads, determined by certain important facts.

In May, 1776, the American Congress recommended the assemblies and conventions of the States where the existing governments were not sufficient for the exigencies of their affairs "to adopt such government as shall, in the opinion of the representatives of the people, best conduce to the happiness and safety of their constituents in particular and America in general."[1] In pursuance of this recommendation, which was plainly necessitated by the lapse of events, all the States but Connecticut and Rhode Island, which considered their colonial charters amply sufficient for present exigencies, proceeded to frame State constitutions; some of them very rudimentary and imperfect, but others well thought out and elaborated. Several of these States, finding their first constitutions inadequate to the purposes of government, were compelled almost immediately either to frame new ones or to make important amendments. Again, before any new educational forces or interests began to act or appear, Vermont, Kentucky, and Tennessee came into the Union. These various constitutions are no mean criterion of the conditions of popular education in the several States, as well in those that did not recognize education at all as in those that made some provision for it. Furthermore, the fuller realization of a national consciousness following the organization of the Government under the Constitution of 1787 led to a general quickening of the pulses of national life. An historian of the time has said:

> No sooner had the war for independence ended, and the Government of the United States been placed on a settled basis by the adoption of the Constitution; no sooner had the national life begun to flow in its new channels, than there was a great advance along all the lines of denominational activity and educational enterprise. Everything which before had been carried on in scattered, sporadic methods now tended to organization. Boards of foreign and home missions were established; Bible and tract societies were organized; theological seminaries were founded; new colleges were planted, and the older institutions more liberally endowed; the religious press was multiplied; associations for moral reform were instituted. The first half of this century was prolific in all these movements.[2]

In making extracts from the State constitutions, "The Federal and State constitutions, colonial charters," etc., compiled under an order of the United States Senate by Ben: Perley Poore, Washington, Government Printing Office, 1878, has been followed to the date of publication. Great pains has been taken to make the compilation as complete as possible, but some unimportant provisions have perhaps escaped observation. The date on which a constitution or an amendment took effect has been given in every case where it could be ascertained from documents at hand.

[1] Journal of Continental Congress, II, 339. [2] J. O. Murray, Life of Dr. Wayland, pp. 1, 2.

THE CONSTITUTION OF PENNSYLVANIA, SEPTEMBER 28, 1776.

SEC. 44. A school or schools shall be established in each county by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct youth at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities.

45. Laws for the encouragement of virtue, and prevention of vice and immorality, shall be made and constantly kept in force, and provision shall be made for their due execution; and all religious societies or bodies of men heretofore united or incorporated for the advancement of religion or learning, or for other pious and charitable purposes, shall be encouraged and protected in the enjoyment of the privileges, immunities, and estates which they were accustomed to enjoy, or could of right have enjoyed, under the laws and former constitution of this State.

THE CONSTITUTION OF NORTH CAROLINA, DECEMBER 18, 1776.

[This was continued in the constitution of 1835.]

41. That a school or schools shall be established by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged, and promoted, in one or more universities.

THE CONSTITUTION OF GEORGIA, FEBRUARY 5, 1777.

ART. 54. Schools shall be erected in each county, and supported at the genera expense of the State, as the Legislature shall hereafter point out.

THE CONSTITUTION OF VERMONT, JULY 8, 1777.

The state of affairs in Vermont from 1776 to 1791 was anomalous. At the first of those dates Massachusetts, New Hampshire, and New York each claimed in whole or in part the territory at present comprising that State. The people asserted their independence of all these States, as well as of England, and strove to be admitted to the Union as an independent State. Massachusetts assented in 1781, New Hampshire in 1782, New York in 1790, and Vermont became the fourteenth State in 1791. In this period two constitutions were framed, each of which was declared by the legislature to be a part of the laws of the State, and appears to have been so regarded by the people. The first of these constitutions contains the two following propositions. This is the first mention made by a similar document of school lands:

SEC. XL. A school or schools shall be established in each town, by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by each town; making proper use of school lands in each town, thereby to enable them to instruct youth at low prices. One grammar school in each county, and one university in this State, ought to be established by direction of the General Assembly.

SEC. XLI. Laws for the encouragement of virtue and prevention of vice and immorality, shall be made and constantly kept in force; and provision shall be made for their due execution; and all religious societies or bodies of men, that have or may be hereafter united and incorporated, for the advancement of religion and learning, or for other pious and charitable purposes, shall be encouraged and protected in the enjoyment of the privileges, immunities and estates which they, in justice ought to enjoy, under such regulations, as the General Assembly of this State shall direct.

The Constitution of Massachusetts, June 15th,[1] 1780.

[Part II, Chap. V, The University at Cambridge, and Encouragement of Literature, etc.]

Section 1.—*The university.*

Art. 1. Whereas our wise and pious ancestors, so early as the year 1636, laid the foundation of Harvard College, in which university many persons of great eminence have, by the blessing of God, been initiated in those arts and sciences which qualified them for public employments, both in church and state; and whereas the encouragement of arts and sciences and all good literature, tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and the other United States of America, it is declared, that the president and fellows of Harvard College, in their corporate capacity, and their successors in that capacity, their officers and servants, shall have, hold, use, exercise, and enjoy all the powers, authorities, rights, liberties, privileges, immunities, and franchises which they now have, or are entitled to have, hold, use, exercise, and enjoy; and the same are hereby ratified and confirmed unto them, the said president and fellows of Harvard College, and to their successors, and to their officers and servants respectively, forever.

Art. 2. And whereas there have been, at sundry times, by divers persons, gifts, grants, devises of houses, lands, tenements, goods, chattels, legacies, and conveyances heretofore made, either to Harvard College, in Cambridge, in New England, or to the president and fellows of Harvard College, or to the said college by some other description, under several charters successively, it is declared that all the said gifts, grants, devises, legacies, and conveyances are hereby forever confirmed unto the president and fellows of Harvard College, and to their successors, in the capacity aforesaid, according to the true intent and meaning of the donor or donors, grantor or grantors, devisor or devisors.

Art. 3. And whereas by an act of the general court of the colony of Massachusetts Bay, passed in the year 1642, the governor and deputy governor, for the time being, and all the magistrates of that jurisdiction, were, with the president, and a number of the clergy, in the said act described, constituted the overseers of Harvard College, and it being necessary, in this new constitution of government, to ascertain who shall be deemed successors to the said governor, deputy governor, and magistrates, it is declared that the governor, lieutenant-governor, council, and senate of this Commonwealth are, and shall be deemed, their successors; who, with the president of Harvard College, for the time being, together with the ministers of the Congregational churches in the towns of Cambridge, Watertown, Charlestown, Boston, Roxbury and Dorchester, mentioned in the said act, shall be, and hereby are, vested with all the powers and authority belonging or in any way appertaining to the overseers of Harvard College: *Provided*, That nothing herein shall be construed to prevent the legislature of this Commonwealth from making such alterations in the government of the said university as shall be conducive to its advantage and the interest of the republic of letters, in as full a manner as might have been done by the legislature of the late province of the Massachusetts Bay.

Section 2.—*The encouragement of literature.*

Chap. V, Sec. 2. Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of the legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the university at Cambridge, public schools,

[1] A previous constitution framed by general court in 1778 was rejected by the people.

and grammar-schools in the towns; to encourage private societies and public institutions, by rewards and immunities, for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections and generous sentiments among the people.

These are the only constitutional educational provisions of the Revolutionary period of which we have any particular history. For this reason, and also because the last section was reproduced in the constitutions of New Hampshire and Maine, in its essential features, that history is here given. It is found in the Life and Works of John Adams, edited by Charles Francis Adams, Vol. IV, p. 257. It is also worth remarking that this history is the earliest example of French influence upon our educational institutions. The American Academy of Arts and Sciences, Boston, was incorporated May 4, 1780. The similar institution at Philadelphia, dating from 1743, was known as the Philosophical Society. The one name was imported from Paris, the other from London.

In traveling from Boston to Philadelphia, in 1774, 1775, 1776, and 1777, I had several times amused myself at Norwalk, Conn., with the very curious collection of birds and insects, of American production, made by Mr. Arnold, a collection which he afterwards sold to Governor Tryon, who sold it to Sir Ashton Lever, in whose apartments in London I afterwards viewed it again. This collection was so singular a thing that it made a deep impression on me, and I could not but consider it a reproach to my country that so little was known even to herself of her natural history.

When I was in Europe in the years 1778 and 1779, in the commission to the King of France, with Dr. Franklin and Mr. Arthur Lee, I had opportunities to see the King's collections and many others, which increased my wishes that nature might be examined and studied in my own country as it was in others.

In France, among the academicians and other men of science and letters, I was frequently entertained with inquiries concerning the Philosophical Society at Philadelphia, and with eulogiums on the wisdom of that institution and encomiums on some publications in their transactions.

These conversations suggested to me the idea of such an establishment at Boston, where I knew there was as much love of science, and as many gentlemen who were capable of pursuing it, as in any other city of its size.

In 1779 I returned to Boston in the French frigate *La Sensible*, with the Chevalier de la Luzerne and M. Marbois. The corporation of Harvard College gave a public dinner in honor of the French ambassador and his suite, and did me the honor of an invitation to dine with them. At the table, in the philosophy chamber, I chanced to sit next to Dr. Cooper. I entertained him during the whole of the time we were together with an account of Arnold's collections, the collections I had seen in Europe, the compliments I had heard in France upon the Philosophical Society at Philadelphia, and concluded with proposing that the future legislature of Massachusetts should institute an academy of arts and sciences.

The Doctor at first hesitated; thought it would be difficult to find members who would attend to it; but his principal objection was that it would injure Harvard College, by setting up a rival to it that might draw the attention and affections of the public in some degree from it. To this I answered, first, that there were certainly men of learning enough that might compose a society sufficiently numerous; and, secondly, that instead of being a rival to the university it would be an honor

and advantage to it; that the president and principal professors would no doubt be always members of it, and the meetings might be ordered wholly or in part at the college and in that room. The Doctor at length appeared better satisfied, and I entreated him to propagate the idea and the plan as far and as soon as his discretion would justify. The Doctor accordingly did diffuse the project so judiciously and effectually, that the first legislature under the new constitution adopted and established it by law.

Afterwards, when attending the convention for framing the constitution, I mentioned the subject to several of the members, and when I was appointed by the subcommittee to make a draft of a project of a constitution, to be laid before the convention, my mind and heart were so full of the subject that I inserted Chapter V, section 2.

I was somewhat apprehensive that criticism and objections would be made to the section, and particularly that the "natural history" and the "good humor" would be stricken out, but the whole was received very kindly, and passed the convention unanimously without amendment.

The Constitution of New Hampshire, June 2, 1784.

New Hampshire was the first of the States to form a State constitution. But the "civil government" adopted January 5, 1776, was very imperfect, and in 1784 gave place to one that was more complete. The first constitution made no reference to education. The following is the educational section of the second one, copied from the constitution of Massachusetts of 1780 with only two words changed. It was continued unchanged in the constitution of 1792, and has never been amended:

Part II.—*Encouragement of literature, etc.*

Sec. 83. Knowledge and learning generally diffused through a community being essential to the preservation of a free government, spreading the opportunities and advantages of education through the various parts of the country being highly conducive to promote this end, it shall be the duty of the legislatures and magistrates, in all future periods of this government, to cherish the interest of literature and the sciences, and all seminaries and public schools; to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trade, manufactures, and natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections and generous sentiments among the people.

The Constitution of Vermont, March, 1787.

This section was also incorporated in the constitution of 1793 unchanged, and is still in force:

Chap. II, Sec. 38. Laws for the encouragement of virtue, and prevention of vice and immorality, ought to be constantly kept in force, and duly executed; and a competent number of schools ought to be maintained in each town for the convenient instruction of youth; and one or more grammar schools be incorporated, and properly supported in each county in this State. And all religious societies, or bodies of men, that may be hereafter united or incorporated, for the advancement of religion and learning, or for other pious and charitable purposes, shall be encouraged and protected in the enjoyment of the privileges, immunities, and estates, which they in justice ought to enjoy under such regulations as the General Assembly of this State shall direct.

THE CONSTITUTION OF PENNSYLVANIA, SEPTEMBER 2, 1790.

The following article (Art. VII) was also continued word for word in the constitution of 1838:

SEC. 1. The legislature shall, as soon as conveniently may be, provide, by law, for the establishment of schools throughout the State, in such manner that the poor may be taught *gratis*.

§ 2. The arts and sciences shall be promoted in one or more seminaries of learning.

THE CONSTITUTION OF DELAWARE, JUNE, 1792.

The first constitution of Delaware, which went into operation September 21, 1776, was silent upon education. The following provision was inserted in the constitution of 1792, was continued in that of 1831 (Art. VII, sec. 11), and is still in force:

ART. VIII, SEC. 12. The Legislature shall, as soon as conveniently may be, provide by law, * * *, establishing schools, and promoting arts and sciences.

THE CONSTITUTION OF TENNESSEE, FEBRUARY 6, 1796.

ART. I, SEC. 24. No member of the general assembly shall be eligible to any office or place of trust, except to the office of a justice of the peace, or a trustee of any literary institution, where the power of appointment to such office or place of trust is vested in their own body.

THE CONSTITUTION OF GEORGIA, OCTOBER, 1798.[1]

ART. IV, SEC. 13. The arts and sciences shall be promoted, in one or more seminaries of learning; and the legislature shall, as soon as conveniently may be, give such further donations and privileges to those already established as may be necessary to secure the objects of their institution; and it shall be the duty of the general assembly, at their next session, to provide effectual measures for the improvement and permanent security of the funds and endowments of such institutions.

The foregoing are all the educational provisions found in the constitutions of the period 1776–1802. Still, the following States formed constitutions at the dates given: New Jersey, 1776; Maryland, 1776; Virginia, 1776; South Carolina, 1776, 1778, and 1790; New York, 1777; Kentucky, 1792 and 1799. Some of these constitutions were also amended within those years; that of Maryland was amended four times. The reason for the non-appearance of Connecticut and Rhode Island in this period has been already given.

II. SECOND PERIOD, 1803–1835.

Discussion; Ohio, 1803; Indiana, 1816; Mississippi, 1817; Illinois, 1818; Connecticut, 1818; Alabama, 1819; Maine, 1820; New York, 1821; Missouri, 1821; Tennessee, 1835.

At the beginning of this period, two forces that have since powerfully affected education, and therefore State constitutions, first began to act. The first was the extension of population, especially the New England and Northern population, beyond the limits of the old States into the great West. The second was the Congressional land grants

[1] Georgia also adopted a constitution in 1789, but neither this nor any of the amendments to it contained any reference to education.

for common schools and institutions of higher learning, the history of which has been given already. The reason for closing the period with the year 1835 will be given at the opening of the next period.

The Constitution of Ohio, February 19, 1803.[1]

This is the first of the constitutions to show the effect of the new forces:

Art. VIII. That the general, great, and essential principles of liberty and free government may be recognized, and forever unalterably established, we declare: * * *

3. That all men have a natural and indefeasible right to worship Almighty God, [here the rights of conscience and of religious worship are declared, and disqualifications from office on account of religion forbidden.] But religion, morality, and knowledge being essentially necessary to the good government and the happiness of mankind, schools and the means of instruction shall forever be encouraged by legislative provision not inconsistent with the rights of conscience. * * *

25. That no law shall be passed to prevent the poor in the several counties and townships within this State from an equal participation in the schools, academies, colleges, and universities within this State, which are endowed, in whole or in part, from the revenues arising from the donations made by the United States for the support of schools and colleges; and the doors of the said schools, academies, and universities shall be open for the reception of scholars, students, and teachers of every grade, without any distinction or preference whatever, contrary to the intent for which the said donations were made. * * *

27. That every association of persons, when regularly formed within this State, and having given themselves a name, may, on application to the legislature, be entitled to receive letters of incorporation to enable them to hold estates, real and personal, for the support of their schools, academies, colleges, universities, and other purposes.

The Constitution of Indiana, December 11, 1816.

Art. IX, Sec. 1. Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and spreading the opportunities and advantages of education through the various parts of the country being highly conducive to this end, it shall be the duty of the general assembly to provide by law for the improvement of such lands as are, or hereafter may be, granted by the United States to this State, for the use of schools, and to apply any funds which may be raised from such lands, or from any other quarter, to the accomplishment of the grand object for which they are or may be intended. But no lands granted for the use of schools or seminaries of learning shall be sold, by authority of this State, prior to the year 1820; and the moneys which may be raised out of the sale of any such lands, or otherwise obtained, for the purposes aforesaid, shall be and remain a fund for the exclusive purpose of promoting the interests of literature and the sciences, and for the support of seminaries and public schools. The general assembly shall, from time to time, pass such laws as shall be calculated to encourage intellectual, scientifical, and agricultural improvement by allowing rewards and immunities for the promotion and improvement of arts, sciences, commerce, manufactures, and natural history; and to countenance and encourage the principles of humanity, industry, and morality.

Sec. 2. It shall be the duty of the general assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in regular gradation from township schools to a State university, wherein tuition shall be gratis and equally open to all.

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[1] This is the date of the admission of Ohio to the Union, according to the best authorities.

SEC. 3. And for the promotion of such salutary end, the money which shall be paid as an equivalent by persons exempt from militia duty, except in times of war, shall be exclusively, and in equal proportions, applied to the support of county seminaries; also, all fines assessed for any breach of the penal laws shall be applied to said seminaries in the counties wherein they shall be assessed.

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SEC. 5. The general assembly, at the time they lay off a new county, shall cause at least 10 per cent. to be reserved out of the proceeds of the sale of town-lots in the seat of justice of such county for the use of a public library for such county; and at the same session they shall incorporate a library-company, under such rules and regulations as will best secure its permanence and extend its benefits.

The foregoing provisions call for two observations. It is here that we meet the first attempt to throw constitutional safeguards around the lands granted by Congress to any State for an educational purpose. It is here also that we find the first constitutional command to a legislature to establish a system of State education, ascending from the primary school to the university, where instruction should be free and equally open to all. The first fact is referable to the growing importance of the school lands in the public estimation, and the second one is due either to a quickening general interest in public education or to the presence in Indiana of farsighted statesmen.

THE CONSTITUTION OF MISSISSIPPI, DECEMBER 10, 1817.

This section (Art. VI) was continued in the constitutions of 1832 and 1865 as Article VII, section 14:

SEC. 16. Religion, morality, and knowledge being necessary to good government, the preservation of liberty, and the happiness of mankind, schools, and the means of education, shall forever be encouraged in this State.

THE CONSTITUTION OF ILLINOIS, DECEMBER 3, 1818.

This constitution did not mention the subject of education, but the accompanying ordinance contained full provisions respecting the school lands:

Whereas the Congress of the United States, in an act entitled "An act to enable the people of the Illinois Territory to form a constitution and State government, and for the admission of such State into the Union on an equal footing with the original States," passed the 18th of April, 1818, have offered to this convention, for their free acceptance or rejection, the following propositions, which, if accepted by the convention, are to be obligatory upon the United States, viz:

"1st. That section numbered sixteen in every township, and, when such section has been sold or otherwise disposed of, other lands equivalent thereto and as contiguous as may be, shall be granted to the State, for the use of the inhabitants of such township for the use of schools. * * *

"3d. That 5 per cent. of the net proceeds of the land lying within such State, and which shall be sold by Congress from and after the 1st day of January, 1819, after deducting all expense incident to the same, shall be reserved for the purposes following, viz: Two-fifths to be disbursed under the direction of Congress, in making roads leading to the State; the residue to be appropriated by the legislature of the State for the encouragement of learning, of which one-sixth part shall be exclusively bestowed on a college or university.

"4th. That thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of said State, to be appropriated solely to the use of such seminary by the said legislature." * * *

Therefore, this convention, on behalf of and by the authority of the people of the State, do accept the foregoing propositions: * * * And this convention do further ordain and declare that the foregoing ordinance shall not be revoked without the consent of the United States. * * *

THE CONSTITUTION OF CONNECTICUT, OCTOBER 5, 1818.

ARTICLE VIII.—*Of education.*

SEC. 1. The charter of Yale College, as modified by agreement with the corporation thereof, in pursuance of an act of the general assembly, passed in May, 1792, is hereby confirmed.[1]

SEC. 2. The fund called the *school-fund*[2] shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public schools throughout the State, and for the equal benefit of all the people thereof. The value and amount of said fund shall, as soon as practicable, be ascertained in such manner as the general assembly may prescribe, published, and recorded in the comptroller's office; and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools, among the several school-societies, as justice and equity shall require.

THE CONSTITUTION OF ALABAMA, DECEMBER 14, 1819.

ARTICLE VI.—*Education.*

Schools, and the means of education, shall forever be encouraged in this State; and the general assembly shall take measures to preserve, from unnecessary waste or damage, such lands as are or hereafter may be, granted by the United States for the use of schools within each township in this State, and apply the funds, which may be raised from such lands, in strict conformity to the object of such grant. The general assembly shall take like measures for the improvement of such lands as have been or may be hereafter granted by the United States to this State, for the support of a seminary of learning, and the moneys which may be raised from such lands, by rent, lease, or sale, or from any other quarter, for the purpose aforesaid, shall be and remain a fund for the exclusive support of a State university, for the promotion of the arts, literature, and the sciences; and it shall be the duty of the general assembly, as early as may be, to provide effectual means for the improvement and permanent security of the funds and endowments of such institution.

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[1] "An act for enlarging the powers and increasing the funds of Yale College," appointed William Hart, John Trumbull, and Andrew Kingsbury as commissioners, to perform certain duties specified with regard to balances due to the State, which were appropriated to Yale College upon condition of the acceptance, on the part of the president and corporation, of certain modifications in their corporate powers, of which legal evidence was to be filed in the office of the secretary of state.

An additional act was passed May, 1796, by which a claim of 50 per cent. of sums collected on certain balances was relinquished to the college on condition that the latter should transfer $13,726.39 in deferred stock of the United States to the State treasurer. The president and corporation were by this act required to report annually to the general assembly an account of receipts and expenditures of the moneys belonging to the college.—H.

[2] See the chapter entitled "The common school fund of Connecticut."

THE CONSTITUTION OF MAINE, JANUARY 5, 1820.

The following article is still in force:

ARTICLE VIII.—*Literature.*

A general diffusion of the advantages of education being essential to the promotion of the rights and liberties of the people, to promote this important object, the legislature are authorized, and it shall be their duty, to require the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools, and it shall further be their duty to encourage and suitably endow, from time to time, as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State: *Provided*, That no donation, grant, or endowment shall at any time be made by the legislature to any literary institution now established, or which may be hereafter established, unless, at the time of making such endowment, the legislature of the State shall have the right to grant any further powers to alter, limit, or restrain any of the powers vested in any such literary institution as shall be judged necessary to promote the best interests thereof.

The act of the general court of Massachusetts, which gave permission to the district of Maine to frame a constitution and to become an independent member of the Union, was made a part of said constitution. It provided that the grant which has been made to the president and trustees of Bowdoin College out of the tax laid upon the banks within this Commonwealth shall be charged upon the banks within the said district of Maine, and paid according to the terms of said grant; and the president and trustees and the overseers of said colege shall have, hold, and enjoy their powers and privileges in all respects, so that the same shall not be subject to be altered, limited, annulled, or restrained, except by judicial process, according to the principles of law; and in all grants hereafter to be made, by either State, of unlocated land within the said district, the same reservations shall be made for the benefit of schools and of the ministry as have heretofore been usual in grants made by this Commonwealth. And all lands heretofore granted by this Commonwealth to any religious, literary, or eleemosynary corporation or society shall be free from taxation while the same continues to be owned by such corporation or society.

THE CONSTITUTION OF NEW YORK, FEBRUARY, 1822.

Neither the first constitution of this State nor the amendments adopted in 1801 made any reference to schools or education.

ART. VII, SEC. 10. The proceeds of all lands belonging to this State, except such parts thereof as may be reserved or appropriated to public use or ceded to the United States, which shall hereafter be sold or disposed of, together with the fund denominated the common-school-fund, shall be and remain a perpetual fund, the interest of which shall be inviolably appropriated and applied to the support of common schools throughout this State. * * *

THE CONSTITUTION OF MISSOURI, AUGUST 10, 182[illegible]

ARTICLE XI.—*Education.*

SEC. 1. Schools and the means of education shall forever be encouraged in this State; and the general assembly shall take measures to preserve from waste or damage such lands as have been, or hereafter may be, granted by the United States for the use of schools within each township in this State, and shall apply the funds which may arise from such lands in strict conformity to the object of the grant; and one school or more shall be established in each township as soon as practicable and necessary, where the poor shall be taught gratis.

SEC. 2. The general assembly shall take measures for the improvement of such lands as have been, or hereafter may be, granted by the United States to this State for the support of a seminary of learning, and the funds accruing from such lands, by rent or lease, or in any other manner, or which may be obtained from any other source, for the purposes aforesaid, shall be and remain a permanent fund to support a university for the promotion of literature and of the arts and sciences, and it shall be the duty of the general assembly, as soon as may be, to provide effectual means for the improvement and permanent security of the funds and endowments of such institution.

ORDINANCE ADOPTED BY THE CONVENTION WHICH FORMED THE CONSTITUTION OF MISSOURI, JULY 19, 1820.

Whereas the act of Congress of the United States of America, approved March 6, 1820, entitled "An act to authorize the people of Missouri Territory to form a constitution and State government, and for the admission of such State into the Union, on an equal footing with the original States, and to prohibit slavery in certain Territories," contains certain requisitions and provisions, and, among other things, has offered to this convention, when formed, for and in behalf of the people inhabiting this State, for their free acceptance or rejection, the five following propositions, and which, if accepted by this convention in behalf of the people as aforesaid, are to be obligatory on the United States, viz:

"1st. That section numbered sixteen in every township (when such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be) shall be granted to the State, for the use of the inhabitants of such township, for the use of schools.

* * * * * * *

"5th. That thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with the other lands heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of said State, to be appropriated, solely for the use of such seminary, by the legislature."

Now this convention, for and in behalf of the people inhabiting this State, and by the authority of the said people, do accept the five before-recited propositions offered by the act of Congress under which they are assembled. * * * And this convention, for and in behalf of the people inhabiting this State, and by the authority of the said people, do further ordain, agree, and declare that this ordinance shall be irrevocable, without the consent of the United States. * * *

THE CONSTITUTION OF TENNESSEE, MARCH 5, 6, 1835.

ARTI. XI, SEC. 10. Knowledge, learning, and virtue being essential to the preservation of republican institutions, and the diffusion of the opportunities and advantages of education throughout the different portions of the State being highly conducive to the promotion of this end, it shall be the duty of the general assembly, in all future periods of this government, to cherish literature and science. And the fund called "the *common-school-fund*," and all the lands and proceeds thereof, divi-

dends, stocks, a other property of every description wh ever, heretofore by law appropriated by e general assembly of this State for the use of common schools, and all such as all hereafter be appropriated, shall rem a *perpetual fund*, the principal of whic shall never be diminish d by legislativ ppropriation, and the interest thereof sh ll be inviolably appropri ted to the supp t and encouragement of common schoo throughout the State, an for the equal nefit of all the people thereof; and no l w shall be made authoriz g said fund, any part thereof, to be diverted to any ther use than the support a d encouragemt of common schools; and it shall be th duty of the general asse ly to appoi a board of commissioners, for such ter of time as they may thin roper, who shall have the general superintendence of said fund, and who shall ma a report o the condition of the same, from time to time, under such rules, regul ons, and strictions as may be required by law: *Provided*, That if at any time h after a division of the public lands of the United States, or any of the money ari g from the sale of such lands, shall be made among the individual States, the part such lands or money coming to this State shall be devoted to the purposes of educa on and internal improvement, and shall never be applied to any other purpose.

SEC. 11. The above provisions shall not be constru to prevent the legislature from carrying into effect any laws that have been pa d in favor of the colleges, universities, or academies, or from authorizing heirs o distributees to receive and enjoy escheated property, under such rules and regula ons as from time to time may be prescribed by law.

AMENDMENT OF 1870.

The amended constitution of 1870 contains in Article XI, section 12, the same general declaration and provisions as formerly existed, down to and including the pledge that "no law shall be made authorizing said fund, or any part thereof, to be diverted to any other use than the support and encouragement of common schools." In place of the succeeding portions the following is substituted:

> The State taxes derived hereafter from polls shall be appropriated to educational purposes, in such manner as the general assembly shall, from time to time, direct by law. No school established or aided under this section shall allow white and negro children to be received as scholars together in the same school. The above provision shall not prevent the legislature from carrying into effect any laws that have been passed in favor of the colleges, universities, or academies, or from authorizing heirs or distributees to receive and enjoy escheated property under such laws as may be passed from time to time.

III. THIRD PERIOD, 1835–1861.

Discussion; Arkansas, 1836; Michigan, 1837; Pennsylvania, 1838; Rhode Island, 1842; New Jersey, 1844; Florida, 1845; Louisiana, 1845; Texas, 1845; New York, 1846; Iowa, 1846; Wisconsin, 1848; Illinois, 1848; Kentucky, 1850; Michigan, 1850; California, 1850; Ohio, 1851; Indiana, 1851; Virginia, 1851; Louisiana, 1852; Connecticut, 1855; Massachusetts, 1857; Oregon, 1857; Minnesota, 1858.

In this period we find education much more fully dealt with in the State constitutions than in the previous ones. The provisions following make this fully apparent. But it is important to state the main causes that produced the expansion, and consequently we are required to take the year 1835 as the beginning of a new period.

The democratic theory of government, as expounded by Mr. Jefferson, now reached its culmination. Heretofore the constitutions had

been drawn in gral terms; legislation, left to the gislature, had been carefully exded from them; large powers had een intrusted to the constitute uthorities, and some of the distru of the people that marked the English régime in America had en manifested. Time had revealed nexpected defects in the working o the State governments. Faith n legislato, governors, and judes tended to a minimum; faith the sovereign people to a maximu. The elective franchise was wely extend, and the number c elective officers greatly increased, while governmental powers were naterially limited. Moreover, American life was rapidly growing in complexity and in compass, which brought new interests and new questions within the range of State recognition, and gave new importance to old interests and questions. As a result, the States began to define in their constitutions governmental powers and functions with more fullness and particularity. Legislation, or that would have been regarded as such at an earlier day, began to find its way into the fundamental laws of the States. Constitutions became more expanded and more bulky. Compare, for example, the constitutions of New York framed in 1778 and 1821 with that framed in 1846.

But it is more to our purpose to observe that about 1835 the country began to show a remarkable growth of interest in schools and education, which has been appropriately called "the American educational renaissance." The decade 1835–1845 saw the first normal school founded, the first State board of education created, the first State secretary or superintendent appointed, the first teachers' institute held, the first school libraries founded, and contact with the schools of Germany first practically established. Educational journalism also expanded, and attained to new power and usefulness. The State schools grew rapidly in number, in character, and in influence, while the State school funds, arising from the Congressional land grants, assumed a new value and importance. Also the State universities of the West, which now began to exercise an appreciable influence, called for State regulation.

It was in this period, too, that the State schools were first antagonized by ecclesiastical bodies. This antagonism was due to a variety of causes. The growth and increasing excellence of the State schools drew away pupils from church and private schools. Again, as these schools grew in power they were less subject to ecclesiastical direction, becoming mere civil or secular institutions. Then the rapidly increasing school funds and revenues from which the State schools derived their strength became an object of envy and desire to the managers of competing schools, while certain ecclesiastical influences became more pronounced in State affairs. Such causes as these compelled the safeguarding of school funds and revenues against misappropriation and division.

Still another factor must be mentioned. As already hinted, the States generally had in their early constitutions limited the suffrage to the more substantial classes of society. Very naturally its practical extension to all male citizens 21 years of age and upward led to the lowering of the total electorate in intelligence and character, especially in view of the growing aggregations of ignorance and vice in cities, and brought up the question whether the ballot-box could not be safeguarded by an educational barrier.

The student of the educational provisions which follow will readily discover the operation of everyone of the causes now enumerated. And still it is noteworthy that several of the States framing new constitutions in the years 1835–1861, or amending old ones, did not yield to the new influence, but adhered to the earlier practice.

THE CONSTITUTION OF ARKANSAS, JULY 15, 1836

ARTICLE VII.—*Education.*

SEC. 1. Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government—and diffusing the opportunities and advantages of education through the various parts of the State being highly conducive to this end—it shall be the duty of the general assembly to provide by law for the improvement of such lands as are or hereafter may be granted by the United States to this State for the use of schools, and to apply any funds which may be raised from such lands, or from any other source, to the accomplishment of the object for which they are or may be intended. The general assembly shall from time to time pass such laws as shall be calculated to encourage intellectual, scientific and agricultural improvement, by allowing rewards and immunities for the promotion and improvement of arts, science, commerce, manufactures, and natural history; and countenance and encourage the principles of humanity, industry, and morality.

This section was included in the constitution of 1864–65 as Article VIII, section 1.

THE CONSTITUTION OF MICHIGAN, JANUARY 26, 1837.[1]

ARTICLE X.—*Education.*

SEC. 1. The governor shall nominate and, by and with the advice and consent of the legislature in joint vote shall appoint, a superintendent of public instruction, who shall hold his office for two years, and whose duties shall be prescribed by law.

SEC. 2. The legislature shall encourage, by all suitable means, the promotion of intellectual, scientifical, and agricultural improvement. The proceeds of all lands that have been or hereafter may be granted by the United States to this State, for the support of schools, which shall hereafter be sold or disposed of, shall be and remain a perpetual fund, the interest of which, together with the rents of all such unsold lands, shall be inviolably appropriated to the support of schools throughout the State.

SEC. 3. The legislature shall provide for a system of common schools, by which a school shall be kept up and supported in each school district at least three months in every year; and any school district neglecting to keep up and support such school may be deprived of its equal proportion of the interest of the public fund.

[1] This constitution was framed in 1835.

SEC. 4. As soon as the circumstances of the State will permit, the legislature shall provide for the establishment of libraries; one at least in each township; and the money which shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines assessed in the several counties for any breach of the penal laws, shall be exclusively applied to the support of said libraries.

SEC. 5. The legislature shall take measures for the protection, improvement, or other disposition of such lands as have been or may hereafter be reserved or granted by the United States to this State for the support of a university, and the funds accruing from the rents or sale of such lands, or from any other source, for the purpose aforesaid, shall be and remain a permanent fund for the support of said university, with such branches as the public convenience may hereafter demand, for the promotion of literature, the arts and sciences, and as may be authorized by the terms of such grant. And it shall be the duty of the legislature, as soon as may be, to provide effectual means for the improvement and permanent security of the funds of said university.

ORDINANCE ADOPTED BY THE CONVENTION WHICH FRAMED THE CONSTITUTION OF MICHIGAN IN 1835.

Be it ordained by the convention assembled to form a constitution for the State of Michigan, in behalf and by authority of the people of said State, That the following propositions be submitted to the Congress of the United States, which, if assented to by that body, shall be obligatory on this State:

1st. Section numbered sixteen in every surveyed township of the public lands, and, where such section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the State for the use of schools.

2d. The seventy-two sections of land set apart and reserved for the use and support of a university, by an act of Congress approved on the 20th day of May, 1826, entitled "An act concerning a seminary of learning in the Territory of Michigan," shall, together with such further quantities as may be agreed upon by Congress, be conveyed to the State and shall be appropriated solely to the use and support of such university, in such manner as the legislature may prescribe. * * *

THE CONSTITUTION OF PENNSYLVANIA, FEBRUARY 22, 1838.

ARTICLE VII.—*Education.*

SEC. 1. The legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such manner that the poor may be taught *gratis*.

SEC. 2. The arts and sciences shall be promoted in one or more seminaries of learning.

THE CONSTITUTION OF RHODE ISLAND, NOVEMBER 21–23, 1842.

ARTICLE XII.—*Of education.*

SEC. 1. The diffusion of knowledge, as well as of virtue, among the people being essential to the preservation of their rights and liberties, it shall be the duty of the general assembly to promote public schools, and to adopt all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education.

SEC. 2. The money which now is or which may hereafter be appropriated by law for the establishment of a permanent fund for the support of public schools, shall be securely invested and remain a perpetual fund for that purpose.

SEC. 3. All donations for the support of public schools or for other purposes of education, which may be received by the general assembly shall be applied according to the terms prescribed by the donors.

SEC. 4. The general assembly shall make all necessary provisions by law for carrying this article into effect. They shall not divert said money fund from the aforesaid uses, nor borrow, appropriate, or use the same, or any part thereof, for any other purpose, under any pretense whatsoever.

THE CONSTITUTION OF NEW JERSEY, AUGUST 13, 1844.

ART. IV, SEC. 7 (¶ 5). The fund for the support of free schools, and all money, stock, and other property which may hereafter be appropriated for that purpose, or received into the treasury under the provision of any law heretofore passed to augment the said fund, shall be securely invested and remain a perpetual fund; and the income thereof, except so much as may be judged expedient to apply to an increase of the capital, shall be annually appropriated to the support of public schools for the equal benefit of all the people of the State, and it shall not be competent for the legislature to borrow, appropriate, or use the said fund, or any part thereof, for any other purpose under any pretense whatever.

In 1875 an amendment was ratified which inserted the word "free" between the word "public" and the word "schools," and added the following sentence:

The legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this State between the ages of five and eighteen years.

THE CONSTITUTION OF FLORIDA, MARCH 3, 1845.[1]

ARTICLE X.—*Education.*

SEC. 1. The proceeds of all lands that have been, or may hereafter be, granted by the United States for the use of schools and a seminary or seminaries of learning, shall be and remain a perpetual fund, the interest of which, together with all moneys derived from any other source applicable to the same object, shall be inviolably appropriated to the use of schools and seminaries of learning, respectively, and to no other purpose.

SEC. 2. The general assembly shall take such measures as may be necessary to preserve from waste or damage all land so granted and appropriated to the purposes of education.

THE CONSTITUTION OF LOUISIANA, NOVEMBER 5, 1845.

TITLE VII.—*Public education.*

ART. 133. There shall be appointed a superintendent of public education, who shall hold his office for two years. His duties shall be prescribed by law. He shall receive such compensation as the legislature may direct.

ART. 134. The legislature shall establish free public schools throughout the State, and shall provide means for their support by taxation on property, or otherwise.

ART. 135. The proceeds of all lands heretofore granted by the United States to this State for the use or support of schools, and of all lands which may hereafter be granted or bequeathed to the State, and not expressly granted or bequeathed for any other purpose, which hereafter may be disposed of by the State, and the proceeds of the estates of deceased persons to which the State may become entitled by law, shall be held by the State as a loan, and shall be and remain a perpetual fund on

[1] This constitution was framed in 1838. Florida was admitted into the Union March 3, 1845.

which the State shall pay an annual interest of six per cent.; which interest, together with all the rents of the unsold lands, shall be appropriated to the support of such schools, and this appropriation shall remain inviolable.

ART. 136. All moneys arising from the sales which have been made or may hereafter be made of any lands heretofore granted by the United States to this State, for the use of a seminary of learning, and from any kind of donation that may hereafter be made for that purpose, shall be and remain a perpetual fund, the interest of which, at six per cent. per annum, shall be appropriated to the support of a seminary of learning for the promotion of literature and the arts and sciences, and no law shall ever be made diverting said fund to any other use than to the establishment and improvement of said seminary of learning.

ART. 137. A university shall be established in the city of New Orleans. It shall be composed of four faculties, to wit: one of law, one of medicine, one of the natural sciences, and one of letters.

ART. 138. It shall be called the "University of Louisiana," and the Medical College of Louisiana, as at present organized, shall constitute the faculty of medicine.

ART. 139. The legislature shall provide by law for its further organization and government, but shall be under no obligation to contribute to the establishment or support of said university by appropriations.

THE CONSTITUTION OF TEXAS, DECEMBER 24, 1845.[1]

ARTICLE X.—*Education.*

SEC. 1. A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, it shall be the duty of the legislature of this State to make suitable provision for the support and maintenance of public schools.

SEC. 2. The legislature shall, as early as practicable, establish free schools throughout the State, and shall furnish means for their support by taxation on property; and it shall be the duty of the legislature to set apart not less than one-tenth of the annual revenue of the State, derivable from taxation, as a perpetual fund, which fund shall be appropriated to the support of free public schools; and no law shall ever be made diverting said fund to any other use; and until such time as the legislature shall provide for the establishment of such schools in the several districts of the State, the fund thus created shall remain as a charge against the State, passed to the credit of the free-common-school-fund.

SEC. 3. All public lands which have been heretofore, or which may hereafter be, granted for public schools to the various counties, or other political divisions in this State, shall not be alienated in fee, nor disposed of otherwise than by lease for a term not exceeding twenty years, in such manner as the legislature may direct.

SEC. 4. The several counties in this State which have not received their quantum of lands for the purposes of education shall be entitled to the same quantity heretofore appropriated by the congress of the Republic of Texas to other counties.[2]

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[1] The constitution of the Republic of Texas, 1836, declared: "It shall be the duty of Congress, as soon as circumstances will permit, to provide by law a general system of education."

[2] An act of the Republic of Texas, approved January 26, 1839, granted to each county 3 leagues of land, for the purpose of establishing a primary school or academy. The lands were to be located in the county, if good lands could be found vacant, and they might be surveyed in any-sized tracts of not less than 160 acres. If lands proper for this use did not exist in the county, they might be surveyed upon any of the vacant lands of the Republic at the expense of the county.

The same act directed a tract of 50 leagues of land to be set apart for the establishment and endowment of two colleges or universities, thereafter to be created, the cost of survey being paid by the general treasury.—H.

THE CONSTITUTION OF NEW YORK, AS AMENDED NOVEMBER, 1846.

ART. IX, SEC. 1. The capital of the common-school fund,[1] the capital of the literature-fund,[2] and the capital of the United States deposit-fund[3] shall be respectively preserved inviolate. The revenues of the said common-school-fund shall be applied to the support of common schools; the revenues of the said literature-fund shall be applied to the support of academies, and the sum of twenty-five thousand dollars of the revenues of the United States deposit-fund shall each year be appropriated to and made a part of the capital of the said common-school-fund.

THE CONSTITUTION OF IOWA, DECEMBER 28, 1846.

ARTICLE IX.—*Education and schools.*

FIRST EDUCATION.

SEC. 1. The educational interest of the State, to include common schools and other educational institutions, shall be under the management of a board of education, which shall consist of the lieutenant-governor, who shall be the presiding officer of the board, and have the casting vote in case of a tie, and one member to be elected from each judicial district in the State.

SEC. 2. No person shall be eligible as a member of said board who shall not have attained the age of twenty-five years, and been one year a citizen of the State.

SEC. 3. One member of said board shall be chosen by the qualified electors of each district, and shall hold the office for the term of four years, and until his successor is elected and qualified. After the first election under this constitution, the board

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[1] The school fund of the State of New York was created by an act passed April 5, 1805, which gave the net proceeds of 500,000 acres of vacant lands, to be sold by the surveyor-general (Simeon De Witt), and invested as a permanent fund. It was to be loaned to persons or bodies corporate for literary purposes, safely secured, until the income reached $50,000 annually, when the income was to be annually applied to school purposes. It reached this point in 1813, and from this date the school system of New York has a continuous history. No distribution was actually made until 1815. By subsequent donations from various sources the school fund had been increased to $1,155,827.40 on the day when the constitution of 1821 went into full effect, and there were, besides this, 991,660 acres of unsold lands then belonging to it. In many of the early sales of lands under State authority, and in the lands in central New York given as bounties to officers and soldiers of the Revolution, there was a reservation of a mile square in each township for gospel and schools, and a like amount for literature. There were also large donations of land, or of the proceeds of land sales, to colleges, libraries, and other literary objects. The annual report of the superintendent of public instruction gives the amount of capital and mode of investment of the common-school fund for each year from the beginning. Its amount at intervals of ten years was as follows:

1805	$26,774.10	1845	$2,090,632.41
1815	934,015.13	1855	2,457,520.86
1825	1,319,886.46	1865	2,765,703.77
1835	1,875,191.71	1874	3,029,165.55

Its investment in 1874 was $50,000 in bank stock, $1,165,057.24 in State stocks, $36,000 in comptroller's bonds, and $1,310,866.28 money in the treasury.—H.

[2] The literature fund originated with the granting of certain lands for literary purposes, and was largely increased by four lotteries granted in 1801, by which the sum of $100,000 was raised for the joint benefit of academies and common schools, but chiefly by the proceeds of sales of lands, arrears of quit-rents, profits on the sale of State stocks, and other appropriations which have been added from time to time. The capital of the literature fund on the 30th of September, 1874, was $271,989.76, and the revenue $50,157.13. The investment was chiefly in State stocks ($242,347), and it is managed by the comptroller. The expenditure is under the direction of the regents of the university.—H.

[3] The United States deposit fund is a part of the sum of $37,468,859.97 distributed among the States June 23, 1836, of which $5,352,694.38 came to the State of New York. It was distributed among the counties on the basis of population and loaned on securities of real estate. Of its income the sum of $25,000 is added annually to the capital of the school fund, and the remainder applied to the schools and academies of the State, under the direction of the superintendent of public instruction and the regents of the university. At the close of the fiscal year, September 30, 1874, the capital of this fund amounted to $4,014,520.71, and the revenue for the preceding year was $254,148.05.—H.

shall be divided, as nearly as practicable, into two equal classes, and the seats of the first class shall be vacated after the expiration of two years; and one-half of the board shall be chosen every two years thereafter.

SEC. 4. The first session of the board of education shall be held at the seat of government, on the first Monday of December, after their election; after which the general assembly may fix the time and place of meeting.

SEC. 5. The session of the board shall be limited to twenty days, and but one session shall be held in any one year, except on extraordinary occasions, when, upon the recommendation of two-thirds of the board, the governor may order a special session.

SEC. 6. The board of education shall appoint a secretary, who shall be the executive officer of the board, and perform such duties as may be imposed upon him by the board and the laws of the State. They shall keep a journal of their proceedings, which shall be published and distributed in the same manner as the journals of the general assembly.

SEC. 7. All rules and regulations made by the board shall be published and distributed to the several counties, townships, and school-districts, as may be provided for by the board, and when so passed, published, and distributed, they shall have the force and effect of law.

SEC. 8. The board of education shall have full power and authority to legislate and make all needful rules and regulations in relation to common schools, and other educational institutions, that are instituted, to receive aid from the school, or university-fund of this State; but all acts, rules, and regulations of said board may be altered, amended, or repealed by the general assembly; and when so altered, amended, or repealed, they shall not be re-enacted by the board of education.

SEC. 9. The governor of the State shall be, *ex officio*, a member of said board.

SEC. 10. The board shall have power to levy taxes, or make appropriations of money. Their contingent expenses shall be provided for by the general assembly.

SEC. 11. The State-university shall be established at one place without branches at any other place, and the university-fund shall be applied to that institution, and no other.

SEC. 12. The board of education shall provide for the education of all the youths of the State, through a system of common schools. And such schools shall be organized and kept in each school district at least three months in each year. Any district failing, for two consecutive years, to organize and keep up a school, may be deprived of their portion of the school fund.

SEC. 13. The members of the board of education shall receive the same per diem during the time of their session, and mileage going to and returning therefrom, as members of the general assembly.

SEC. 14. A majority of the board shall constitute a quorum for the transaction of business; but no rule, regulation, or law for the regulation and government of common schools or other educational institutions shall pass without the concurrence of a majority of all the members of the board, which shall be expressed by the yeas and nays on the final passage. The style of all acts of the board shall be, "*Be it enacted by the Board of Education of the State of Iowa.*"

SEC. 15. At any time after the year 1863, the general assembly shall have power to abolish or reorganize said board of education, and provide for the educational interests of the State in any other manner that to them shall seem best and proper.

SECOND.—SCHOOL FUNDS AND SCHOOL LANDS.

SEC. 1. The educational and school-funds and lands shall be under the control and management of the general assembly of this State.

SEC. 2. The university lands, and the proceeds thereof, and all moneys belonging to said fund shall be a permanent fund for the sole use of the State university. The interest arising from the same shall be annually appropriated for the support and benefit of said university.

SEC. 3. The general assembly shall encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State for the support of schools, which shall hereafter be sold or disposed of, and the five hundred thousand acres of land granted to the new States, under an act of Congress, distributing the proceeds of the public lands among the several States of the Union, approved in the year of our Lord one thousand eight hundred and forty-one, and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent. as may have been granted by Congress, on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all rents of the unsold lands, and such other means as the general assembly may provide, shall be inviolably appropriated to the support of common schools throughout the State.

SEC. 4. The money which may have been or shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, shall be exclusively applied, in the several counties in which such money is paid, or fine collected, among the several school-districts of said counties, in proportion to the number of youths subject to enumeration in such districts, to the support of common schools, or the establishment of libraries, as the board of education shall from time to time provide.

SEC. 5. The general assembly shall take measures for the protection, improvement, or other disposition of such lands as have been, or may hereafter be, reserved or granted by the United States, or any person or persons, to this State, for the use of the university, and the funds accruing from the rents or sale of such lands, or from any other source for the purpose aforesaid, shall be and remain a permanent fund, the interest of which shall be applied to the support of the university, for the promotion of literature, the arts and sciences, as may be authorized by the terms of such grant. And it shall be the duty of the general assembly, as soon as may be, to provide effectual means for the improvement and permanent security of the funds of said university.

SEC. 6. The financial agents of school-funds shall be the same that by law receive and control the State- and county-revenue for other civil purposes, under such regulations as may be provided by law.

SEC. 7. The money subject to the support and maintenance of common schools shall be distributed to the districts in proportion to the number of youths, between the ages of five and twenty-one years, in such manner as may be provided by the general assembly.

The educational provisions of the constitution of Iowa adopted and ratified in 1857 are the same as the foregoing, except that the verbiage is in a few instances slightly changed without materially changing the sense.

It will be seen that the State board of education of Iowa was made practically a legislature for school purposes subject to the constitution and the law.

THE CONSTITUTION OF WISCONSIN, MAY 29, 1848.

ARTICLE X.—*Education.*

SEC. 1. The supervision of public instruction shall be vested in a State-superintendent and such other officers as the legislature shall direct. The State-superintendent shall be chosen by the qualified electors of the State, in such manner as the legislature shall provide; his powers, duties, and compensation shall be prescribed by law: *Provided*, That his compensation shall not exceed the sum of $1,200 annually.

SEC. 2. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, for educational purposes, (except the lands hereto-

fore granted for the purposes of a university,) and all moneys and the clear proceeds of all property that may accrue to the State by forfeiture or escheat, and all moneys which may be paid as an equivalent for exemption from military duty, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, and all moneys arising from any grant to the State, where the purposes of such grant are not specified, and the five hundred thousand acres of land to which the State is entitled by the provisions of an act of Congress entitled "An act to appropriate the proceeds of the sales of the public lands, and to grant pre-emption rights," approved the 4th day of September, 1841, and also 5 per centum of the net proceeds of the public lands to which the State shall become entitled on her admission into the Union, (if Congress shall consent to such appropriation of the two grants last mentioned,) shall be set apart as a separate fund, to be called the school-fund, the interest of which, and all other revenues derived from the school-lands, shall be exclusively applied to the following objects, to wit: (1) To the support and maintenance of common schools in each school-district, and the purchase of suitable libraries and apparatus therefor. (2) The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.

SEC. 3. The legislature shall provide by law for the establishment of district-schools, which shall be as nearly uniform as practicable, and such schools shall be free and without charge for tuition to all children between the ages of four and twenty years, and no sectarian instruction shall be allowed therein.

SEC. 4. Each town and city shall be required to raise by tax, annually, for the support of common schools therein, a sum not less than one-half the amount received by such town or city respectively for school-purposes from the income of the school-fund.

SEC. 5. Provision shall be made by law for the distribution of the income of the school-fund among the several towns and cities of the State, for the support of common schools therein, in some just proportion to the number of children and youth resident therein between the ages of four and twenty years, and no appropriation shall be made from the school-fund to any city or town, for the year in which said city or town shall fail to raise such tax, nor to any school-district for the year in which a school shall not be maintained at least three months.

SEC. 6. Provision shall be made by law for the establishment of a State-university, at or near the seat of the State-government, and for connecting with the same from time to time such colleges in different parts of the State as the interests of education may require. The proceeds of all lands that have been or may hereafter be granted by the United States to the State for the support of a university shall be and remain a perpetual fund, to be called the "university-fund," the interest of which shall be appropriated to the support of the State-university, and no sectarian instruction shall be allowed in such university.

SEC. 7. The secretary of state, treasurer, and attorney-general shall constitute a board of commissioners for the sale of the school- and university-lands, and for the investment of the funds arising therefrom. Any two of said commissioners shall be a quorum for the transaction of all business pertaining to the duties of their office.

SEC. 8. Provision shall be made by law for the sale of all school- and university-lands, after they shall have been appraised, and when any portion of such lands shall be sold, and the purchase-money shall not be paid at the time of the sale, the commissioners shall take security by mortgage upon the land sold for the sum remaining unpaid, with 7 per cent. interest thereon, payable annually at the office of the treasurer. The commissioners shall be authorized to execute a good and sufficient conveyance to all purchasers of such lands, and to discharge any mortgages taken as security, when the sum due thereon shall have been paid. The commissioners shall have power to withhold from sale any portion of such lands when they shall deem it expedient, and shall invest all moneys arising from the sale of such lands, as well

as all other university- and school-funds, in such manner as the legislature shall provide, and shall give such security for the faithful performance of their duties as may be required by law.

THE CONSTITUTION OF ILLINOIS, 1848.

ART. IX, SEC. 3. The property of the State and counties, both real and personal, and such other property as the general assembly may deem necessary for school, religious, and charitable purposes, may be exempted from taxation.

SEC. 5. The corporate authorities of counties, townships, school-districts, cities, towns, and villages may be vested with power to assess and collect taxes for corporate purposes, such taxes to be uniform with respect to persons and property within the jurisdiction of the body imposing the same. And the general assembly shall require that all the property within the limits of municipal corporations belonging to individuals shall be taxed for the payment of debts contracted under authority of law.

THE CONSTITUTION OF KENTUCKY, 1850.

ARTICLE XI.—*Concerning education.*

SEC. 1. The capital of the fund called and known as the "common-school-fund," consisting of $1,225,768.42, for which bonds have been executed by the State to the board of education, and $73,500 of stock in the Bank of Kentucky; also, the sum of $51,223.29, balance of interest on the school-fund for the year 1848, unexpended, together with any sum which may be hereafter raised in the State by taxation, or otherwise, for purposes of education, shall be held inviolate, for the purpose of sustaining a system of common schools. The interest and dividends of said funds, together with any sum which may be produced for that purpose by taxation or otherwise, may be appropriated in aid of common schools, but for no other purpose. The general assembly shall invest said $51,223.29 in some safe and profitable manner; and any portion of the interest and dividends of said school-fund, or other money or property raised for school-purposes, which may not be needed in sustaining common schools, shall be invested in like manner. The general assembly shall make provision, by law, for the payment of the interest of said school-fund: *Provided*, That each county shall be entitled to its proportion of the income of said fund, and, if not called for for common-school-purposes, it shall be re-invested from time to time for the benefit of such county.

SEC. 2. A superintendent of public instruction shall be elected by the qualified voters of this commonwealth at the same time the governor is elected, who shall hold his office for four years, and his duties and salary shall be prescribed and fixed by law.

THE CONSTITUTION OF MICHIGAN, 1850.

ART. IV, SEC. 40. No money shall be appropriated or drawn from the Treasury for the benefit of any religious sect or society, theological or religious seminary, nor shall property belonging to the State be appropriated for any such purposes.

ART. VIII, SEC. 1. There shall be elected at each general biennial election * * * a superintendent of public instruction * * * for the term of two years. They shall keep their offices at the seat of government, and shall perform such duties as may be prescribed by law.

SEC. 2. Their office shall commence on the first day of January, one thousand eight hundred and fifty-three, and of every second year thereafter.

SEC. 3. Whenever a vacancy shall occur in any of the State offices, the Governor shall fill the same by appointment, by and with the advice and consent of the Senate, if in session.

ART. IX, SEC. 1. * * * The superintendent of public instruction shall receive an annual salary of one thousand dollars.

ARTICLE XIII.—*Education.*

SEC. 1. The superintendent of public instruction shall have the general supervision of public instruction, and his duties shall be prescribed by law.

SEC. 2. The proceeds from the sales of all lands that have been or hereafter may be granted by the United States to the State for educational purposes, and the proceeds of all lands or other property given by individuals or appropriated by the State for like purposes shall be and remain a perpetual fund, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant, or appropriation.

SEC. 3. All lands, the title to which shall fail from a defect of heirs, shall escheat to the State; and the interest on the clear proceeds from the sales thereof shall be appropriated exclusively to the support of primary schools.

SEC. 4. The legislature shall, within five years from the adoption of this constitution, provide for and establish a system of primary schools, whereby a school shall be kept, without charge for tuition, at least three months in each year, in every school-district in the State, and all instruction in said schools shall be conducted in the English language.

SEC. 5. A school shall be maintained in each school-district at least three months in each year. Any school-district neglecting to maintain such school shall be deprived, for the ensuing year, of its proportion of the income of the primary-school-fund, and of all funds arising from taxes for the support of schools.

SEC. 6. There shall be elected in each judicial circuit, at the time of the election of the judge of such circuit, a regent of the university, whose term of office shall be the same as that of such judge. The regents thus elected shall constitute the board of regents of the University of Michigan.

SEC. 7. The regents of the university, and their successors in office, shall continue to constitute the body-corporate known by the name and title of "The Regents of the University of Michigan."

SEC. 8. The regents of the university shall, at their first annual meeting, or as soon thereafter as may be, elect a president of the university, who shall be *ex officio* a member of their board, with the privilege of speaking, but not of voting. He shall preside at the meetings of the regents, and be the principal executive officer of the university. The board of regents shall have the general supervision of the university, and the direction and control of all expenditures from the university interest-fund.

SEC. 9. There shall be elected at the general election in the year 1852, three members of a State board of education, one for two years, one for four years, and one for six years; and at each succeeding biennial election there shall be elected one member of such board, who shall hold his office for six years. The superintendent of public instruction shall be *ex officio* a member and secretary of such board. The board shall have the general supervision of the State normal school, and their duties shall be prescribed by law.

SEC. 10. Institutions for the benefit of those inhabitants who are deaf, dumb, blind, or insane shall always be fostered and supported.

SEC. 11. The legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement; and shall, as soon as practicable, provide for the establishment of an agricultural school. The legislature may appropriate the twenty-two sections of salt-spring-lands now unappropriated, or the money arising from the sale of the same, where such lands have been already sold, and any land which may hereafter be granted or appropriated for such purpose, for the support and maintenance of such school, and may make the same a branch of the university for instruction in agriculture and the natural sciences connected therewith, and place the same under the supervision of regents of the university.

SEC. 12. The legislature shall also provide for the establishment of at least one librarian in each township; and all fines assessed and collected in the several counties and townships for any breach of the penal laws shall be exclusively applied to the support of such libraries.

AMENDMENT ADOPTED IN 1861, IN PLACE OF SECTION 6, AS ABOVE GIVEN.

SEC. 6. There shall be elected in the year 1863, and at the time of the election of a justice of the supreme court, eight regents of the university, two of whom shall hold their office for two years, two for four years, two for six years, and two for eight years. They shall enter upon the duties of their office on the first of January next succeeding their election. At every regular election of a justice of the supreme court thereafter there shall be elected two regents, whose term of office shall be eight years. When a vacancy shall occur in the office of regent, it shall be filled by appointment of the governor. The regents thus elected shall constitute the board of regents of the University of Michigan.

The constitution of Michigan, which went into effect in 1850, was the first State constitution to provide that all instruction in the district schools should be conducted in the English language. This constitution is believed to be the only one ever put in force that makes the election of a president of a State university obligatory upon the board of regents.

THE CONSTITUTION OF CALIFORNIA, SEPTEMBER 9, 1850.

ARTICLE IX.—*Education.*

SEC. 1. The legislature shall provide for the election, by the people, of a superintendent of public instruction, who shall hold his office for three years, and whose duties shall be prescribed by law, and who shall receive such compensation as the legislature may direct.

SEC. 2. The legislature shall encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement. The proceeds of all land that may be granted by the United States to this State for the support of schools, which may be sold or disposed of, and the five hundred thousand acres of land granted to the new States, under an act of Congress, distributing the proceeds of the public lands among the several States of the Union, approved A. D. 1841, and all the estate of deceased persons who may have died without leaving a will, or heir, and also such per cent. as may be granted by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands, and such other means as the legislature may provide, shall be inviolably appropriated to the support of common schools throughout the State.

SEC. 3. The legislature shall provide for a system of common schools, by which a school shall be kept up and supported in each district at least three months in every year, and any district neglecting to keep up and support such a school may be deprived of its proportion of the interest of the public fund during such neglect.

SEC. 4. The legislature shall take measures for the protection, improvement, or other disposition of such lands as have been, or may hereafter be reserved or granted by the United States or any person or persons, to the State for the use of a university; and the funds accruing from the rents or sale of such lands, or from any other source for the purpose aforesaid, shall be and remain a permanent fund, the interest of which shall be applied to the support of said university, with such branches as the public convenience may demand for the promotion of literature, the arts and sciences, as may be authorized by the terms of such grant. And it shall be the duty of the legislature, as soon as may be, to provide effectual means for the improvement and permanent security of the funds of said university.

AMENDMENT TO CONSTITUTION OF CALIFORNIA, ADOPTED IN 1862.

ART. IX, SEC. 1. A superintendent of public instruction shall, at the special election for judicial officers to be held in the year 1863, and every four years thereafter at such special elections, be elected by the qualified voters of the State, and shall enter upon the duties of his office on the first day of December next after his election.

THE CONSTITUTION OF OHIO, 1851.

[Extract from Article I, section 7.—Bill of rights.]

* * * Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the general assembly to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode for public worship, and to encourage schools and means of instruction.

ARTICLE VI.—*Education.*

SEC. 1. The principal of all funds arising from the sale or other disposition of lands or other property, granted or intrusted to this State for educational and religious purposes, shall forever be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

SEC. 2. The general assembly shall make such provisions, by taxation or otherwise, as, with the interest arising from the school-trust-fund, will secure a thorough and efficient system of common schools throughout the State; but no religious or other sect or sects shall ever have any exclusive right to, or control of, any part of the school-funds of this State.

THE CONSTITUTION OF INDIANA, 1851.

[Among the restrictions upon legislation imposed by section 22, Article IV, of the constitution of Indiana (1851) is the following:]

The general assembly shall not pass local or special laws in any of the following-enumerated cases; that is to say: * * *

Providing for supporting common schools, and for the preservation of school-funds. * * *

ARTICLE VIII.—*Education.*

SEC. 1. Knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide by law for a general and uniform system of schools, wherein tuition shall be without charge, and equally to all.

SEC. 2. The common-school-fund shall consist of the congressional-township-fund, and the lands belonging thereto; the surplus-revenue-fund; the saline-fund, and the lands belonging thereto; the bank-tax-fund, and the fund arising from the one hundred and fourteenth section of the charter of the State Bank of Indiana; the fund to be derived from the sale of county-seminaries, and the money and property heretofore held for such seminaries; from the fines assessed for breaches of the penal laws of the State; and from all forfeitures which may accrue; all lands and other estate which shall escheat to the State for the want of heirs or kindred entitled to the inheritance; all lands that have been, or may hereafter be, granted to the State, where no special purpose is expressed in the grant, and the proceeds of the sales thereof, including the proceeds of the sales of the swamp-lands granted to the State of Indiana by the act of Congress of 28th of September, 1850, after deducting the expense of selecting and draining the same; taxes on the property of corporations that may be assessed by the general assembly for common-school-purposes.

SEC. 3. The principal of the common-school-fund shall remain a perpetual fund, which may be increased, but shall never be diminished; and the income thereof shall be inviolably appropriated to the support of common schools, and to no other purpose whatever.

SEC. 4. The general assembly shall invest, in some safe and profitable manner, all such portions of the common-school-fund as have not heretofore been intrusted to the several counties; and shall make provision by law for the distribution among the several counties of the interest thereof.

SEC. 5. If any county shall fail to demand its proportion of such interest for common-school-purposes, the same shall be re-invested for the benefit of such county.

SEC. 6. The several counties shall be held liable for the preservation of so much of the said fund as may be intrusted to them, and for the payment of the annual interest thereon.

SEC. 7. All trust funds held by the State shall remain inviolate, and be faithfully and exclusively applied to the purposes for which the trust was created.

SEC. 8. The general assembly shall provide for the election, by the voters of the State, of a State-superintendent of public instruction, who shall hold his office for two years, and whose duties and compensation shall be prescribed by law.

ARTICLE X.—*Finance.*

SEC. 1. The general assembly shall provide by law for a uniform and equal rate of assessment and taxation, and shall prescribe such regulations as shall secure a just valuation for taxation of all property, both real and personal, excepting such only for municipal, educational, literary, scientific, religious, or charitable purposes, as may be specially exempted by law.

THE CONSTITUTION OF VIRGINIA, 1851.

ARTICLE IV.—*Subdivision of taxation and finance.*

SEC. 24. A capitation-tax, equal to the tax assessed on land of the value of two hundred dollars, shall be levied on every white male inhabitant who has attained the age of twenty-one years; and one equal moiety of the capitation-tax upon white persons shall be applied to the purposes of education in primary and free schools; but nothing herein contained shall prevent exemptions of taxable polls in cases of bodily infirmity.

This section was continued in the revision of 1864, in which it is numbered as section 22 of Article IV.

THE CONSTITUTION OF LOUISIANA, NOVEMBER 1, 1852.

TITLE VIII.—*Public education.*

ART. 135. There shall be elected a superintendent of public education, who shall hold his office for the term of two years. His duties shall be prescribed by law, and he shall receive such compensation as the legislature may direct: *Provided*, That the general assembly shall have power, by a vote of the majority of the members elected to both houses, to abolish the said office of superintendent of public education whenever in their opinion said office shall be no longer necessary.

ART. 136. The general assembly shall establish free public schools throughout the State; and shall provide for their support by general taxation on property or otherwise; and all moneys so raised or provided shall be distributed to each parish in proportion to the number of free white children between such ages as shall be fixed by the general assembly.

ART. 137. The proceeds of all lands heretofore granted by the United States to this State for the use or support of schools, and of all lands which may hereafter be

granted or bequeathed to the State, and not expressly granted or bequeathed for any other purpose, which hereafter may be disposed of by the State, and the proceeds of the estates of deceased persons, to which the State may become entitled by law, shall be held by the State as a loan, and shall be and remain a perpetual fund, on which the State shall pay an annual interest of six per cent.; which interest, together with the interest on the trust-funds deposited with this State by the United States, under the act of Congress approved June 23, 1836, and all the rents of the unsold lands, shall be appropriated to the support of such schools, and this appropriation shall remain inviolable.

ART. 138. All moneys arising from the sales which have been or may hereafter be made of any lands heretofore granted by the United States to this State, for the use of a seminary of learning, and from any kind of donation that may hereafter be made for that purpose, shall be and remain a perpetual fund, the interest of which, at six per cent. per annum, shall be appropriated to the support of a seminary of learning for the promotion of literature and the arts and sciences, and no law shall ever be made diverting said fund to any other use than to the establishment and improvement of said seminary of learning.

ART. 139. The University of Louisiana in New Orleans, as now established, shall be maintained.

ART. 140. The legislature shall have power to pass such laws as may be necessary for the further regulation of the university, and for the promotion of literature and science, but shall be under no obligation to contribute to the support of said university by appropriations.

CONNECTICUT, AMENDMENT ADOPTED OCTOBER, 1855.

ART. XI. Every person shall be able to read any article of the Constitution, or any section of the statutes of this State before being admitted as an elector.

This is the first educational qualification ever incorporated in a State constitution.

THE CONSTITUTION OF MASSACHUSETTS, 1857.

[Amendment adopted by the legislature of Massachusetts in 1856 and 1857, and ratified May 1, 1857.]

ART. XX. No person shall have the right to vote, or to be eligible to office under the constitution of this Commonwealth, who shall not be able to read the constitution in the English language, and write his name: *Provided, however,* That the provisions of this amendment shall not apply to any person prevented by a physical disability from complying with its requisitions, nor to any person who now has the right to vote, nor to any persons who shall be sixty years of age or upwards at the time this amendment shall take effect.

THE CONSTITUTION OF OREGON, FEBRUARY 14, 1857.

ARTICLE VIII.—*Education and school-lands.*

SEC. 1. The governor shall be superintendent of public instruction, and his powers and duties in that capacity shall be such as may be prescribed by law: but after the term of five years from the adoption of the constitution, it shall be competent for the legislative assembly to provide by law for the election of a superintendent, to provide for his compensation, and prescribe his powers and duties.

SEC. 2. The proceeds of all the lands which have been, or hereafter may be, granted to this State for educational purposes, (excepting the lands heretofore granted to aid in the establishment of a university;) all the moneys and clear proceeds of all property which may accrue to the State by escheat or forfeiture; all moneys which may be paid as exemption from military duty; the proceeds of all gifts, devises, and bequests made by any person to the State for common-schoo.

purposes; the proceeds of all property granted to the State, when the purposes of such grant shall not be stated; all the proceeds of the five hundred thousand acres of land to which this State is entitled by the provision of an act of Congress entitled "An act to appropriate the proceeds of the sales of the public lands, and to grant pre-emption rights," approved the 4th of September, 1841, and also the 5 per centum of the net proceeds of the sales of public lands to which this State shall become entitled on her admission into the Union, (if Congress shall assent to such appropriation of the two grants last mentioned,) shall be set apart as a separate and irreducible fund, to be called the common-school-fund, the interest of which, together with all other revenues derived from the school-lands mentioned in this section, shall be exclusively applied to the support and maintenance of common schools in each school-district and purchase of suitable libraries and apparatus therefor.

SEC. 3. The legislative assembly shall provide by law for the establishment of a uniform and regular system of common schools.

SEC. 4. Provision shall be made by law for the distribution of the income of the common-school-fund among the several counties of this State, in proportion to the number of children resident therein between the ages of four and twenty years.

SEC. 5. The governor, secretary of state, and State-treasurer shall constitute a board of commissioners for the sale of school- and university-lands, and for the investment of the funds arising therefrom, and their powers and duties shall be such as may be prescribed by law: *Provided*, That no part of the University funds, or of the interest arising therefrom, shall be expended until the period of ten years from the adoption of this Constitution, unless the same shall be otherwise disposed of, by the consent of Congress, for common school purposes.

THE CONSTITUTION OF MINNESOTA, MAY 11, 1858.

ARTICLE VIII.—*School-funds, education, and science.*

SEC. 1. The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools.

SEC. 2. The proceeds of such lands as are, or hereafter may be, granted by the United States for the use of schools within each township in this State, shall remain a perpetual school-fund to the State, and not more than one-third of said lands may be sold in two years, one-third in five years, and one-third in ten years; but the lands of the greatest valuation shall be sold first: *Provided*, That no portion of the said lands shall be sold otherwise than at public sale. The principal of all funds arising from sales, or other disposition of lands, or other property, granted or intrusted to this State, in each township for educational purposes, shall forever be preserved inviolate and undiminished; and the income arising from the lease or sale of said school-lands shall be distributed to the different townships throughout the State, in proportion to the number of scholars in each township between the ages of five and twenty-one years, and shall be faithfully applied to the specific objects of the original grants or appropriations.

SEC. 3. The legislature shall make such provisions, by taxation or otherwise, as, with the income arising from the school-fund, will secure a thorough and efficient system of public schools in each township in the State.

SEC. 4. The location of the University of Minnesota, as established by existing laws, is hereby confirmed, and said institution is hereby declared to be the University of the State of Minnesota. All the rights, immunities, franchises, and endowments heretofore granted or conferred are hereby perpetuated unto the said university, and all lands which may be granted hereafter by Congress, or other donations, for said university-purposes, shall vest in the institution referred to in this section.

To section 2 there was added by amendment in 1875 the following:

ART. VIII, SEC. 2, *added:* Suitable laws shall be enacted by the legislature for the safe investment of the principal of all funds which have heretofore arisen, or which may hereafter arise from the sale or other disposition of such lands, or the income from such lands occurring in any manner before the sale or disposition thereof, in interest-bearing bonds of the United States, or of the State of Minnesota, issued after the year 1860, or of such other State as the legislature, may, by law, from time to time, direct.

IV. FOURTH PERIOD, 1861–1895.

Discussion; Kansas, 1861; West Virginia, 1863; Arkansas, 1864; Louisiana, 1864; Maryland, 1864 and 1867; Nevada, 1864; Missouri, 1865; Florida, 1865 and 1868; Texas, 1866; Nebraska, 1867; Alabama, 1868; Georgia, 1868; Louisiana, 1868; South Carolina, 1868; Arkansas, 1868; Mississippi, 1868; North Carolina, 1868; Virginia, 1869; Texas, 1869; Illinois, 1870; West Virginia, 1872; Pennsylvania, 1874; Arkansas, 1874; Alabama, 1875; Nebraska, 1875; Missouri, 1875; Texas, 1876; Colorado, 1876; North Carolina, 1876; Georgia, 1877; California, 1879; Louisiana, 1879; Florida, 1885; South Dakota, 1889; North Dakota, 1889; Montana, 1889; Washington, 1889; Idaho, 1890; Wyoming, 1890; Mississippi, 1890; Kentucky, 1890; Maine, 1892.

In this period most of the old forces continue to operate, some of them with increased energy. New ones also appear.

No other cause that ever operated in the field of our inquiry was so directly potent as the civil war. The North believed that the lack of public schools at the South lay near the root of the war, and this belief had much to do with the development of Northern school systems and the expansion of statute books. That nothing must henceforth be left to the possible hostility or indifference of legislatures was the popular feeling. At the South the effect was far more striking. The one insuperable obstacle to the founding of efficient school systems by the Southern States was now removed. Moreover, the enfranchisement of the blacks called loudly for their education. Nothing more strongly reveals Southern appreciation of the change that the war accomplished than the promptness with which those States have established schools and placed them under the shields of their constitutions. Some of them even recognized education in the constitutions that they formed in the confusion of 1865, when they were expecting their Senators and Representatives to be admitted to Congress in accordance with President Johnson's reconstruction proclamations.

The Franco-Prussian war of 1870, which proved, as was commonly thought, the superiority of the educated man for all purposes whatsoever, was a potent factor in American education. At the time tables showing the relative numbers of illiterate soldiers in the two armies were widely published, and Renan's remark, "The universities conquered at Sedan," was widely quoted.

The movement to enfranchise women has also made its contribution to the volume of constitutional provisions—witness those in relation to women voting on school questions and holding school offices.

Socialistic opinion, combined no doubt with distrust of publishing interests, has committed California to a scheme of State school book

publication. And the same opinion, or something akin to it, has caused that State to discriminate against high schools in the distribution of the State funds.

Finally, the extraordinary expansion of the field of education in recent years has led to a similar expansion in constitutional education. Mention may be made of the new interest in manual and industrial training, and particularly of mining engineering in some of the States of the Pacific Slope.

Such are the main causes that, reinforced by those previously enumerated, have caused so many of the States, commonly Western and Southern States, to insert in their constitutions educational articles as extended as the school laws of the New England States a century ago. Whole educational systems are found in outline. State and county boards of education, State and county superintendence of schools, primary schools, grammar schools, high schools, normal schools, universities, and agricultural colleges, the management of school taxes, and the minimum length of the school year, are all provided for. In several instances two full pages of Poore's Charters and Constitutions are occupied in this way. New England, the old Middle States, Ohio, Illinois, and some other States have not fallen into this current. But even the constitutional conventions that have refrained from legislation in relation to schools, have often uttered a firmer voice than before. Indefiniteness makes room for clearness; permission gives way to command.

CONSTITUTION OF KANSAS, JANUARY 29, 1861.

ORDINANCE.

Whereas the Government of the United States is the proprietor of a large portion of the lands included in the limits of the State of Kansas as defined by this constitution; and whereas the State of Kansas will possess the right to tax said lands for purposes of government, and other purposes: Now, therefore, be it ordained by the people of Kansas that the right of the State of Kansas to tax such lands is relinquished forever, and the State of Kansas will not interfere with the title of the United States to such lands, nor with any regulation of Congress in relation thereto, nor tax non-residents higher than residents: *Provided always*, That the following condition be agreed to by Congress:

SEC. 1. Sections numbered 16 and 36 in each township in the State, including Indian reservations and trust-lands, shall be granted to the State for the exclusive use of common schools; and when either of said sections, or any part thereof, has been disposed of, other lands of equal value, as nearly contiguous thereto as possible, shall be substituted therefor.

SEC. 2. That the seventy-two sections of land shall be granted to the State for the erection and maintenance of a State University.

* * * * * * *

SEC. 6. That five per centum of the proceeds of the public lands in Kansas, disposed of after the admission of the State into the Union, shall be paid to the State for a fund, the income of which shall be used for the support of common schools.

SEC. 7. That the 500,000 acres of land to which the State is entitled under the act of Congress entitled "An act to appropriate the proceeds of the sales of public lands and grant pre-emption rights," approved September 4, 1841, shall be granted to the State for the support of common schools.

Constitution of Kansas, Adopted in 1859.

Article I.—*Executive.*

Sec. 1. The executive department shall consist of a governor, lieutenant-governor, secretary of state, auditor, treasurer, attorney-general, and superintendent of public instruction, who shall be chosen by the electors of the State at the time and place of voting for members of the legislature, and shall hold their offices for the term of two years from the second Monday of January, next after their election, and until their successors are elected and qualified.

* * * * * * *

Sec. 14. Should either the secretary of state, auditor, treasurer, attorney-general, or superintendent of public instruction, become incapable of performing the duties of his office for any of the causes specified in the thirteenth section of this article,[1] the governor shall fill the vacancy until the disability is removed, or a successor is elected and qualified. Every such vacancy shall be filled by election at the first general election that occurs more than thirty days after it shall have happened; and the person chosen shall hold the office for the unexpired term.

Sec. 15. The officers mentioned in this article shall, at stated times, receive for their services a compensation, to be established by law, which shall neither be increased nor diminished during the period for which they shall have been elected.

Article VI.—*Education.*

Sec. 1. The State-superintendent of public instruction shall have the general supervision of the common-school-funds and educational interests of the State, and perform such other duties as may be prescribed by law. A superintendent of public instruction shall be elected in each county, whose term of office shall be two years and whose duties and compensation shall be prescribed by law.

Sec. 2. The legislature shall encourage the promotion of intellectual, moral, scientific, and agricultural improvement, by establishing a uniform system of common schools, and schools of higher grade, embracing normal, preparatory, collegiate, and university departments.

Sec. 3. The proceeds of all lands that have been or may be granted by the United States to the State, for the support of schools, and the five hundred thousand acres of land granted to the new States, under an act of Congress distributing the proceeds of public lands among the several States of the Union, approved September 4, A. D. 1841, and all estates of persons dying without heir or will, and such per cent. as may be granted by Congress on the sale of lands in this State, shall be the common property of the State, and shall be a perpetual school-fund, which shall not be diminished, but the interest of which, together with all the rents of the lands, and such other means as the legislature may provide by tax or otherwise, shall be inviolably appropriated to the support of common schools.

Sec. 4. The income of the State-school-funds shall be disbursed annually, by order of the State-superintendent, to the several county-treasurers, and thence to the treasurer of the several school-districts, in equitable proportion to the number of children and youth resident therein between the ages of five and twenty-one years: *Provided*, That no school-district in which a common school has not been maintained at least three months in each year shall be entitled to receive any portion of such funds.

Sec. 5. The school-lands shall not be sold unless such sale shall be authorized by a vote of the people at a general election; but, subject to revaluation every five years, they may be leased for any number of years, not exceeding twenty-five, at a rate established by law.

Sec. 6. All money which shall be paid by persons as an equivalent for exemption from military duty, the clear proceeds of estrays, ownership of which shall vest in

[1] Impeachment, displacement, resignation, death, or otherwise.

the taker-up, and the proceeds of fines for any breach of the penal laws shall be exclusively applied, in the several counties in which the money is paid or fines collected, to the support of common schools.

SEC. 7. Provision shall be made by law for the establishment, at some eligible and central point, of a State-university for the promotion of literature and the arts and sciences, including a normal and agricultural department. All funds arising from the sale or rents of lands granted by the United States to the State for the support of a State-university, and all other grants, donations, or bequests, either by the State or by individuals, for such purpose, shall remain a perpetual fund, to be called the "university-fund," the interest of which shall be appropriated to the support of the State-university.

SEC. 8. No religious sect or sects shall ever control any part of the common-school or university-funds of the State.

SEC. 9. The State-superintendent of public instruction, secretary of state, and attorney-general shall constitute a board of commissioners for the management and investment of the school-funds. Any two of said commissoners shall be a quorum.

THE CONSTITUTION OF WEST VIRGINIA, JUNE 20, 1862.

ARTICLE VIII.—*Taxation and finance.*

SEC. 1. Property used for educational, literary, scientific, religious, or charitable purposes, and public property, may by law be exempted from taxation.

ARTICLE X.—*Education.*

SEC. 1. All money accruing in this State, being the proceeds of forfeited, delinquent, waste, and unappropriated lands, and of lands heretofore sold for taxes and purchased by the State of Virginia, if hereafter redeemed, or sold to others than this State; all grants, devises, or bequests that may be made to this State for the purposes of education, or where the purposes of such grants, devises, or bequests are not specified; this State's just share of the literature-fund of Virginia, whether paid over or otherwise liquidated, and any sums of money, stocks, or property which this State shall have the right to claim from the State of Virginia for educational purposes; the proceeds of the estates of all persons who may die without leaving a will or heir, and of all escheated lands; the proceeds of any taxes that may be levied on the revenues of any corporation hereafter created; all moneys that may be paid as an equivalent for exemption from military duty, and such sums as may from time to time be appropriated by the legislature for the purpose, shall be set apart as a separate fund, to be called the school-fund, and invested under such regulations as may be prescribed by law, in the interest-bearing securities of the United States, or of this State, and the interest thereof shall be annually applied to the support of free schools throughout the State, and to no other purpose whatever. But any portion of said interest remaining unexpended at the close of a fiscal year shall be added to and remain a part of the capital of the school-fund.

SEC. 2. The legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of free schools. They shall provide for the support of such schools by appropriating thereto the interest of the invested school-fund; the net proceeds of all forfeitures, confiscations, and fines accruing to this State under the laws thereof, and by general taxation on persons and property, or otherwise. They shall also provide for raising, in each township, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws.

SEC. 3. Provision may be made by law for the election and prescribing the powers, duties, and compensation of a general superintendent of free schools for the State, whose term of office shall be the same as that of the governor, and for a county-superintendent for each county, and for the election in the several townships, by the voters

thereof, of such officers, not specified in this constitution, as may be necessary to carry out the objects of this article, and for the organization, whenever it may be deemed expedient, of a State-board of instruction.

SEC. 4. The legislature shall foster and encourage moral, intellectual, scientific, and agricultural improvement; they shall, whenever it may be practicable, make suitable provision for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of general education in the State may demand.

CONSTITUTION OF LOUISIANA, SEPTEMBER, 1864.

TITLE XI.—*Public education.*

ART. 140. There shall be elected a superintendent of public education, who shall hold his office for the term of four years. His duties shall be prescribed by law, and he shall receive a salary of $4,000 per annum until otherwise provided by law: *Provided*, That the general assembly shall have power, by a vote of a majority of the members elected to both houses, to abolish the said office of superintendent of public education whenever, in their opinion, said office shall be no longer necessary.

ART. 141. The legislature shall provide for the education of all children of the State, between the ages of six and eighteen years, by maintenance of free public schools, by taxation or otherwise.

ART. 142. The general exercises in the common schools shall be conducted in the English language.

ART. 143. A university shall be established in the city of New Orleans. It shall be composed of four faculties, to wit: One of law, one of medicine, one of the natural sciences, and one of letters. The legislature shall provide by law for its organization and maintenance.

ART. 144. The proceeds of all lands heretofore granted by the United States to this State, for the use or purpose of the public schools, and of all lands which may hereafter be granted or bequeathed for that purpose, and the proceeds of the estates of deceased persons to which the State may become entitled by law, shall be and remain a perpetual fund, on which the State shall pay an annual interest of six per cent., which interest, together with the interest of the trust-fund deposited with the State by the United States, under the act of Congress approved June 23, 1836, and all the rents of the unsold lands, shall be appropriated to the purpose of such schools, and the appropriation shall remain inviolable.

THE CONSTITUTION OF ARKANSAS, 1864.[1]

ARTICLE VIII.—*General provisions—Education.*

SEC. 1. Knowledge and learning generally diffused throughout the community, being essential to the preservation of a free government, and diffusing the opportunities and advantages of education through the various parts of the State, being highly conducive to this end, it shall be the duty of the general assembly to provide by law for the improvement of such lands as are or hereafter may be granted by the United States to this State for the use of schools, and to apply any funds which may be raised from such lands, or from any other source, to the accomplishment of the object for which they are or may be intended. The general assembly shall, from time to time, pass such laws as shall be calculated to encourage intellectual, scientific and agricultural improvement, by allowing rewards and immunities for the promotion and improvement of arts, science, commerce, manufactures, and natural history, and countenance and encourage the principles of humanity, industry and morality.

[1] This constitution was formed in January, 1864, subsequent to the occupation of a portion of the State by the forces of the United States.

ART. 145. All moneys arising from the sales which have been or may hereafter be made of any lands heretofore granted by the United States to this State for the use of a specific seminary of learning, or from any kind of a donation that may hereafter be made for that purpose, shall be and remain a perpetual fund, the interest of which, at six per cent. per annum, shall be appropriated to the promotion of literature and the arts and sciences, and no law shall ever be made diverting said funds to any other use than to the establishment and improvement of said seminary of learning; and the general assembly shall have power to raise funds for the organization and support of said seminary of learning in such manner as it may deem proper.

ART. 146. No appropriation shall be made by the legislature for the support of any private school or institution of learning whatever, but the highest encouragement shall be granted to public schools throughout the State.

THE CONSTITUTION OF MARYLAND, OCTOBER 12, 13, 1864.

DECLARATION OF RIGHTS.

ART. 43. That the legislature ought to encourage the diffusion of knowledge and virtue, the extension of a judicious system of general education, the promotion of literature, the arts, science, agriculture, commerce, and manufactures, and the general melioration of the condition of the people.

ARTICLE VIII.—*Education.*

SEC. 1. The governor shall, within thirty days after the ratification by the people of this constitution, appoint, subject to the confirmation of the senate, at its first session thereafter, a State-superintendent of public instruction, who shall hold his office for four years and until his successor shall have been appointed and shall have been qualified. He shall receive an annual salary of $2,500, and such additional sum for traveling and incidental expenses as the general assembly may by law allow; shall report to the general assembly, within thirty days after the commencement of its first session under this constitution, a uniform system of free public schools, and shall perform such other duties pertaining to his office as may from time to time be prescribed by law.

SEC. 2. There shall be a State-board of education, consisting of the governor, the lieutenant-governor, and speaker of the house of delegates, and the State-superintendent of public instruction, which board shall perform such duties as the general assembly may direct.

SEC. 3. There shall be in each county such number of school-commissioners as the State-superintendent of public instruction shall deem necessary, who shall be appointed by the State board of Education; shall hold office for four years, and shall perform such duties and receive such compensation as the general assembly or State superintendent may direct; the school-commissioners of Baltimore City shall remain as at present constituted, and shall be appointed, as at present, by the mayor and city-council, subject to such alterations and amendments as may be made from time to time by the general assembly or the said mayor and city-council.

SEC. 4. The general assembly, at its first session after the adoption of this constitution, shall provide a uniform system of free public schools, by which a school shall be kept open and supported free of expense for tuition in each school-district for at least six months in each year; and in case of failure on the part of the general assembly so to provide, the system reported to it by the State-superintendent of public instruction shall become the system of free public schools of the State: *Provided*, That the report of the State-superintendent shall be in conformity with the provisions of this constitution, and such system shall be subject to such alterations, conformable to this article, as the general assembly may from time to time enact.

SEC. 5. The general assembly shall levy, at each regular session after the adoption of this constitution an annual tax of not less than ten cents on each hundred dollars of taxable property throughout the State, for the support of the free public schools,

which tax shall be collected at the same time and by the same agents as the general State-levy; and shall be paid into the treasury of the State, and shall be distributed, under such regulations as may be prescribed by law, among the counties and the city of Baltimore, in proportion to their respective population between the ages of five and twenty years: *Provided*, That the general assembly shall not levy any additional school-tax upon particular counties, unless such county express by popular vote its desire for such tax. The city of Baltimore shall provide for its additional school-tax as at present, or as may hereafter be provided by the general assembly, or by the mayor and city-council of Baltimore.

SEC. 6. The general assembly shall further provide by law, at its first session, after the adoption of this constitution, a fund for the support of free public schools of the State, by the imposition of an annual tax of not less than five cents on each one hundred dollars of taxable property throughout the State, the proceeds of which tax shall be known as the public-school-fund, and shall be invested by the treasurer, together with its annual interest, until such time as said fund shall by its own increase and any addition which may be made to it from time to time, together with the present school-fund, amount to $6,000,000, when the tax of ten cents in the one hundred dollars authorized by the preceding section may be discontinued in whole or in part, as the general assembly may direct. The principal fund of six millions hereby provided shall remain forever inviolate as the free public-school-fund of the State, and the annual interest of said school-fund shall be disbursed for educational purposes only, as may be prescribed by law.

CONSTITUTION OF MARYLAND, SEPTEMBER 18, 1867.

Article VIII.—Education.

SEC. 1. The general assembly, at its first session after the adoption of this constitution, shall by law establish throughout the State a thorough and efficient system of free public schools, and shall provide by taxation or otherwise for their maintenance.

SEC. 2. The system of public schools, as now constituted, shall remain in force until the end of the said first session of the general assembly, and shall then expire, except so far as adopted or continued by the general assembly.

SEC. 3. The school-fund of the State shall be kept inviolate, and appropriated only to the purposes of education.

Article 43 of the declaration of rights, adopted in 1864, was reaffirmed in this constitution.

THE CONSTITUTION OF NEVADA, OCTOBER 31, 1864.

ART. V, SEC. 22. The * * * and Superintendent of public instruction shall perform such other duties as may be prescribed by law.

ARTICLE XI.—*Education.*

SEC. 1. The legislature shall encourage, by all suitable means, the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvements; and also provide for the election by the people, at the general election, of a superintendent of public instruction, whose term of office shall be two years, from the first Monday of January, A. D. 1865, and until the election and qualification of his successor, and whose duties shall be prescribed by law.

SEC. 2. The legislature shall provide for a uniform system of common schools, by which a school shall be established and maintained in each school-district at least six months in every year, and any school-district neglecting to establish and maintain such a school, or which shall allow instruction of a sectarian character therein, may be deprived of its proportion of the interest of the public-school-fund during such neglect or infraction, and the legislature may pass such laws as will tend to secure a general attendance of the children in each school-district upon said public schools.

SEC. 3. All lands, including the sixteenth and thirty-sixth sections in every township, donated for the benefit of public schools, in the act of the Thirty-eighth Congress, to enable the people of Nevada Territory to form a State-government, the thirty thousand acres of public lands granted by an act of Congress, approved July 2, A. D. 1862, for each Senator and Representative in Congress, and all proceeds of lands that have been or may be hereafter granted or appropriated by the United States to this State, and also the five hundred thousand acres of land granted to the new States under the act of Congress distributing the proceeds of the public lands among the several States of the Union, approved A. D. 1841: *Provided*, That Congress makes provision for or authorizes such diversion to be made for the purpose therein contained, all estates that may escheat to the State, all of such per cent. as may be granted by Congress on the sale of land, all fines collected under the penal laws of the State, all property given or bequeathed to the State for educational purposes, and all proceeds derived from any or all of said sources shall be, and the same are hereby, solemnly pledged for educational purposes, and shall not be transferred to any other fund for any other uses, and the interest thereon shall, from time to time, be apportioned among the several counties in proportion to the ascertained numbers of the persons between the ages of six and eighteen years in the different counties, and the legislature shall provide for the sale of floating land-warrants to cover the aforesaid lands, and for the investment of all proceeds derived from any of the above-mentioned sources in United States bonds or the bonds of this State: *Provided*, That the interest only of the aforesaid proceeds shall be used for educational purposes, and any surplus interest shall be added to the principal sum: *And provided further*, That such portions of said interest as may be necessary may be apportioned for the support of the State-university.

SEC. 4. The legislature shall provide for the establishment of a State university, which shall embrace departments for agriculture, mechanic arts, and mining, to be controlled by a board of regents, whose duties shall be prescribed by law.

SEC. 5. The legislature shall have power to establish normal schools, and such different grades of schools, from the primary department to the university, as in their discretion they may deem necessary, and all professors in said university, or teachers in said schools, of whatever grade, shall be required to take and subscribe to the oath as prescribed in Article XV of this constitution. No professor or teacher who fails to comply with the provisions of any law framed in accordance with the provisions of this section shall be entitled to receive any portion of the public moneys set apart for school-purposes.

SEC. 6. The legislature shall provide a special tax of one-half of one mill on the dollar of all taxable property in the State, in addition to the other means provided for the support and maintenance of said university and common schools: *Provided*, That at the end of ten years they may reduce said tax to one-quarter of one mill on each dollar of taxable property.

SEC. 7. The governor, secretary of state, and superintendent of public instruction shall, for the first four years, and until their successors are elected and qualified, constitute a board of regents, to control and manage the affairs of the university and the funds of the same, under such regulations as may be provided by law. But the legislature shall, at its regular session next preceding the expiration of the term of office of the said board of regents, provide for the election of a new board of regents and define their duty.

SEC. 8. The board of regents shall, from the interest accruing from the first funds which come under their control, immediately organize and maintain the said mining department in such manner as to make it most effective and useful: *Provided*, That all the proceeds of the public lands donated by act of Congress approved July 2, A. D. 1862, for a college for the benefit of agriculture, the mechanic arts, and including military tactics, shall be invested by the said board of regents in a separate fund to be appropriated exclusively for the benefit of the first-named departments to the

university, as set forth in section four above, and the legislature shall provide that if, through neglect or any other contingency, any portion of the fund so set apart shall be lost or misappropriated, the State of Nevada shall replace said amount so lost or misappropriated in said fund, so that the principal of said fund shall remain forever undiminished.

SEC. 9. No sectarian instruction shall be imparted or tolerated in any school or university that may be established under this constitution.

The oath referred to in section 5, Article XI, includes besides supporting, protecting, and defending the Constitution and Government of the United States, and the constitution and government of the State of Nevada, bearing true faith, allegiance, and loyalty to the same, etc., the following:

And I do further solemnly swear (or affirm) that I have not fought a duel, nor sent or accepted a challenge to fight a duel, nor been a second to either party, nor in any manner aided or assisted in such duel, nor been knowingly the bearer of such challenge or acceptance, since the adoption of the constitution of the State of Nevada, and that I will not be so engaged or concerned, directly or indirectly, in or about any such duel during my continuance in office. And further, that I will well and faithfully perform all the duties of the office of ———, on which I am about to enter (if an oath), so help me God; (if an affirmation), under the pains and penalties of perjury.

CONSTITUTION OF MISSOURI, JUNE 6, 1865.

ART. II, SEC. 19. After the first day of January, 1876, every person who was not a qualified voter prior to that time shall, in addition to the other qualifications required, be able to read and write, in order to become a qualified voter; unless his inability to read or write shall be the result of a physical disability.

ARTICLE IX.—*Education.*

SEC. 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free schools for the gratuitous instruction of all persons in this State between the ages of five and twenty-one years.

SEC. 2. Separate schools may be established for children of African descent. All funds provided for the support of public schools shall be appropriated in proportion to the number of children, without regard to color.

SEC. 3. The supervision of public instruction shall be vested in a board of education, whose powers and duties shall be prescribed by law. A superintendent of public schools, who shall be the president of the board, shall be elected by the qualified voters of the State. He shall possess the qualifications of a State senator, and hold his office for the term of four years, and shall perform such duties and receive such compensation as may be prescribed by law. The secretary of state and attorney-general shall be *ex officio* members, and, with the superintendent, compose said board of education.

SEC. 4. The general assembly shall also establish and maintain a State university, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public school fund will permit.

SEC. 5. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, and not otherwise appropriated by this State or the United States; also, all moneys, stocks, bonds, lands, and other property now belonging to any fund for purposes of education; also, the net proceeds of all sales of lands and other property and effects that may accrue to the State by escheat or from sales of estrays, or from unclaimed dividends, or distributive shares of the estates of

deceased persons, or from fines, penalties, and forfeitures; also, any proceeds of the sales of public lands which may have been, or hereafter may be, paid over to this State, (if Congress will consent to such appropriation;) also, all other grants, gifts, or devises that have been, or hereafter may be, made to this State, and not otherwise appropriated by the terms of the grant, gift, or devise, shall be securely invested and sacredly preserved as a public-school-fund, the annual income of which fund, together with so much of the ordinary revenue of the State as may be necessary, shall be faithfully appropriated for establishing and maintaining the free schools and the university in this article provided for, and for no other uses or purposes whatsoever.

SEC. 6. No part of the public-school-fund shall ever be invested in the stock, or bonds, or other obligations of any State, or of any county, city, town, or corporation. The stock of the Bank of the State of Missouri now held for school-purposes, and all other stocks belonging to any school- or university-fund, shall be sold, in such manner and at such time as the general assembly shall prescribe; and the proceeds thereof, and the proceeds of the sales of any lands or other property which now belong, or may hereafter belong, to said school-fund, may be invested in the bonds of the United States. All county-school-funds shall be loaned upon good and sufficient unincumbered real-estate-security, with personal security in addition thereto.

SEC. 7. No township or school-district shall receive any portion of the public-school-fund, unless a free school shall have been kept therein for not less than three months during the year for which distribution thereof is made. The general assembly shall have power to require, by law, that every child, of sufficient mental and physical ability, shall attend the public schools, during the period between the ages of five and eighteen years, for a term equivalent to sixteen months, unless educated by other means.

SEC. 8. In case the public-school-fund shall be insufficient to sustain a free school at least four months in every year in each school-district in this State, the general assembly may provide, by law, for the raising of such deficiency by levying a tax on all the taxable property in each county, township, or school-district, as they may deem proper.

SEC. 9. The general assembly shall, as far as can be done without infringing upon vested rights, reduce all lands, moneys, and other property used or held for school-purposes in the various counties of this State into the public-school-fund herein provided for; and in making distribution of the annual income of said fund, shall take into consideration the amount of any county or city funds appropriated for common-school-purposes, and make such distribution as will equalize the amount appropriated for common schools throughout the State.

Section 6, as given above, was amended in November, 1872, so as to permit the public-school fund, including the proceeds of the stock of the Bank of the State of Missouri held for school purposes, etc., to be invested in the stocks, bonds, or other obligations of Missouri, as well as in the bonds of the United States.

CONSTITUTION OF FLORIDA, 1865.

ARTICLE X.—*Education.*

SEC. 1. The proceeds of all lands for the use of schools and a seminary or seminaries of learning shall be and remain a perpetual fund, the interest of which, together with all moneys accrued from any other source, applicable to the same object, shall be inviolably appropriated to the use of schools and seminaries of learning respectively, and to no other purpose.

SEC. 2. The general assembly shall take such measures as may be necessary to preserve from waste or damage all lands so granted or appropriated for the purpose of education.

CONSTITUTION OF FLORIDA, 1868.

ARTICLE V.—*Legislative department.*

SEC. 22. The legislature shall provide by general law for incorporating such municipal, educational, agricultural, mechanical, mining, and other useful companies or associations as may be deemed necessary.

ARTICLE VI.—*Executive department.*

SEC. 17. The governor shall be assisted by a cabinet of administrative officers, consisting of a * * * superintendent of public instruction. * * * Such officers shall be appointed by the governor and confirmed by the senate, and shall hold their offices the same time as the governor,[1] or until their successors shall be qualified.

SEC. 19. * * * The governor shall appoint in each county a * * * county-superintendent of common schools, * * * each of whom shall hold his office for two years, and the duties of each shall be prescribed by law. Such officers shall be subject to removal by the governor when in his judgment the public welfare will be advanced thereby: *Provided*, No officer shall be removed except for willful neglect of duty, or a violation of the criminal-laws of the State, or for incompetency.

SEC. 20. The governor and cabinet shall constitute a board of commissioners of State-institutions, which board shall have supervision of all matters connected therewith, in such manner as shall be prescribed by law.

ARTICLE VIII.—*Administrative department.*

SEC. 1. There shall be a cabinet of administrative officers, consisting of a * * * superintendent of public instruction, * * * who shall assist the governor in the performance of his duties.

SEC. 7. The superintendent of public instruction shall have the administrative supervision of all matters pertaining to public instruction; the supervision of buildings devoted to educational purposes, and the libraries belonging to the university and the common schools. He shall organize a historical bureau for the purpose of accumulating such matter and information as may be necessary for compiling the history of the State. He shall also establish a cabinet of minerals and other natural productions.

SEC. 10. Each officer of the cabinet shall make a full report of his official acts, of the receipts and expenditures of his office, and of the requirements of the same, to the governor at the beginning of each regular session of the legislature, or whenever the governor shall require it. Such reports shall be laid before the legislature by the governor at the beginning of each regular session thereof. Either house of the legislature may at any time call upon any cabinet-officer for information required by it.

ARTICLE IX.—*Education.*

SEC. 1. It is the paramount duty of the State to make ample provision for the education of all the children residing within its borders, without distinction or preference.

SEC. 2. The legislature shall provide a uniform system of common schools, and a university, and shall provide for the liberal maintenance of the same. Instruction in them shall be free.

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[1] Four years.

SEC. 3. There shall be a superintendent of public instruction, whose term of office shall be four years, and until the appointment and qualification of his successor. He shall have general supervision of the educational interests of the State. His duties shall be prescribed by law.

SEC. 4. The common-school-fund, the interest of which shall be exclusively applied to the support and maintenance of common schools and purchase of suitable libraries and apparatus therefor, shall be derived from the following sources: The proceeds of all lands that have been or may hereafter be granted to the State by the United States for educational purposes; donations by individuals for educational purposes; appropriations by the State; the proceeds of lands or other property which may accrue to the State by escheat to forfeiture; the proceeds of all property granted to the State, when the purpose of such grant shall not be specified; all moneys which may be paid as an exemption from military duty; all fines collected under the penal laws of this State; such portion of the *per capita* tax as may be prescribed by law for educational purposes; twenty-five per centum of the sales of public lands which are now or which hereafter may be owned by the State.

SEC. 5. A special tax of not less than one mill on the dollar of all taxable property in the State, in addition to the other means provided, shall be levied and apportioned annually for the support and maintenance of common schools.

SEC. 6. The principal of the common-school-fund shall remain sacred and inviolate.

SEC. 7. Provision shall be made by law for the distribution of the common-school-fund among the several counties in the State, in proportion to the number of children residing therein between the ages of four and twenty-one years.

SEC. 8. Each county shall be required to raise annually by tax, for the support of common schools therein, a sum not less than one-half the amount apportioned to each county for that year from the income of the common-school-fund. Any school-district neglecting to establish and maintain for at least three months in each year such school or schools as may be provided by law for such district shall forfeit its portion of the common-school-fund during such neglect.

SEC. 9. The superintendent of public instruction, secretary of state, and attorney-general, shall constitute a body-corporate, to be known as the Board of Education of Florida. The superintendent of public instruction shall be the president thereof. The duties of the board of education shall be prescribed by the legislature.

ARTICLE XIII.—*Taxation and finance.*

SEC. 1. The legislature shall provide for a uniform and equal rate of taxation, and shall prescribe such regulations as shall secure a just valuation of all property, both real and personal, excepting such property as may be exempt by law, for municipal, educational, literary, scientific, religious, or charitable purposes.

ARTICLE XVII.—*Miscellaneous.*

SEC. 4. The salary of * * * each cabinet-officer shall be $3,000.

SEC. 6. The salary of each officer shall be payable quarterly upon his own requisition.

SEC. 15. The governor, cabinet, and supreme court shall keep their offices at the seat of government. But in case of invasion or violent epidemics, the governor may direct that the offices of the government shall be removed temporarily to some other place. * * *

SEC. 24. The property of all corporations, whether heretofore or hereafter incorporated, shall be subject to taxation, unless such corporation be for religious, educational, or charitable purposes.

CONSTITUTION OF TEXAS, JUNE 25, 1866.

ARTICLE X.—*Education.*

SEC. 1. A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, it shall be the duty of the legislature of this State to make suitable provisions for the support and maintenance of public schools.

SEC. 2. The legislature shall, as early as practicable, establish a system of free schools throughout the State; and as a basis for the endowment and support of said system, all the funds, lands, and other property heretofore set apart and appropriated, or that may hereafter be set apart and appropriated, for the support and maintenance of public schools shall constitute the public-school-fund; and said fund and the income derived therefrom shall be a perpetual fund exclusively for the education of all the white scholastic [inhabitants] of this State, and no law shall ever be made appropriating said fund to any other use or purpose whatever. And until such time as the legislature shall provide for the establishment of such system of public schools in the State, the fund thus created and the income derived therefrom shall remain as a charge against the State, and be passed to the credit of the free-common-school-fund.

SEC. 3. And all the alternate sections of land, reserved by the State out of grants heretofore made, or that may hereafter be made, to railroad-companies or other corporations of any nature whatever, for internal improvements, or for the development of the wealth and resources of the State, shall be set apart as a part of the perpetual school-fund of the State, [and the legislature shall hereafter appropriate one-half of the proceeds resulting from all sales of the public lands to the perpetual public-school-fund]: *Provided,* That if at any time hereafter any portion of the public domain of this State shall be sold, and by virtue of said sale the jurisdiction over said land shall be vested in the United States Government, in such event, one-half of the proceeds derived from said sale shall become a part of the perpetual school fund of the State.

SEC. 4. The legislature shall provide from time to time for the sale of lands belonging to the perpetual public-school-fund, upon such time and terms as it may deem expedient: *Provided,* That in cases of sale the preference shall be given to actual settlers: *And provided further,* That the legislature shall have no power to grant relief to purchasers by granting further time for payment, but shall, in all cases, provide for the forfeiture of the land to the State for the benefit of a perpetual public-school-fund, and that all interest accruing upon such sales shall be a part of the income belonging to the school-fund, and subject to appropriation annually for educational puposes.

SEC. 5. The legislature shall have no power to appropriate, or loan, or invest, except as follows, any part of the principal sum of the perpetual school-fund for any purpose whatever, and it shall be the duty of the legislature to appropriate annually the income which may be derived from said fund for educational purposes, under such system as it may adopt, and it shall, from time to time, cause the principal sum now on hand and arising from sales of land, or from any other source, to be invested in the bonds of the United States of America, or the bonds of the State of Texas, or such bonds as the State may guarantee.

SEC. 6. All public lands which have been heretofore, or may be hereafter, granted for public schools to the various counties or other political divisions in this State shall be under the control of the legislature, and may be sold on such terms and under such regulations as the legislature shall by law prescribe, and the proceeds of the sale of said lands shall be added to the perpetual school-fund of the State. But each county shall receive the full benefit of the interest arising from the proceeds of the sale of the lands granted to them respectively: *Provided,* That the lands already patented to the counties shall not be sold without the consent of such county or counties to which the lands may belong.

SEC. 7. The legislature may provide for the levying of a tax for educational purposes: *Provided,* The taxes levied shall be distributed from year to year, as the same may be collected: *And provided,* That all the sums arising from said tax which may be collected from Africans, or persons of African descent, shall be exclusively appropriated for the maintenance of a system of public schools for Africans and their children; and it shall be the duty of the legislature to encourage schools among these people.

SEC. 8. The moneys and lands heretofore granted to, or which may hereafter be granted for, the endowment and support of one or more universities shall constitute a special fund for the maintenance of said universities, and until the university or universities are located and commenced, the principal and the interest arising from the investment of the principal shall be invested in like manner and under the same restrictions as provided for the investment and control of the perpetual public-school-fund, in sections four and five in this article of the constitution, and the legislature shall have no power to appropriate the university-fund for any other purpose than that of the maintenance of said universities, and the legislature shall, at an early day, make such provisions by law as will organize and put into operation the university.

SEC. 9. The four hundred thousand acres of land that have been surveyed and set apart, under the provisions of the law approved 30th August, A. D. 1856, for the benefit of a lunatic-asylum, a deaf-and-dumb-asylum, a blind-asylum, and an orphan-asylum, shall constitute a fund for the support of such institutions, one-fourth part for each, and the said fund shall never be diverted to any other purpose. The said lands may be sold and the fund invested under the same rules and regulations as provided for the lands belonging to the school-fund. The income of said fund only shall be applied to the support of such institutions, and until so applied shall be invested in the same manner as the principal.

SEC. 10. The governor, by and with the advice and consent of two-thirds of the senate, shall appoint an officer to be styled the superintendent of public instruction. His term of office shall be four years, and his annual salary shall not be less than $2,000, payable at stated times; and the governor, comptroller, and superintendent of public education shall constitute a board to be styled a board of education, and shall have the general management and control of the perpetual school-fund and common schools, under such regulations as the legislature may hereafter prescribe.

SEC. 11. The several counties in this State which have not received their quantum of the lands for the purposes of education shall be entitled to the same quantity heretofore appropriated by the congress of the Republic of Texas, (and the State,) to other counties. And the counties which have not had the lands to which they are entitled for educational purposes located shall have a right to contract for the location, surveying, and procuring the patents for said lands, and of paying for the same with any portion of said lands so patented, not to exceed one-fourth of the whole amount to be so located, surveyed, and patented, to be divided according to quantity, allowing to each part a fair proportion of land, water, and timber.

CONSTITUTION OF NEBRASKA, MARCH 1, 1867.

ART. I, SEC. 16. * * * Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the legislature to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship and to encourage schools and means of instruction.

ARTICLE II.—*Education.*

SEC. 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to this State for educational and religious purposes, shall forever be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the

original grants or appropriations. The legislature shall make such provisions, by taxation or otherwise, as, with the income arising from the school-trust-fund, will secure a thorough and efficient system of common schools throughout the State; but no religious sect or sects shall ever have any exclusive right to or control of any part of the school-funds of this State.

SEC. 2. The university-lands, school-lands, and all other lands which have been acquired by the Territory of Nebraska, or which may hereafter be acquired by the State of Nebraska, for educational or school purposes, shall not be aliened or sold for a less sum than five dollars per acre.

CONSTITUTION OF ALABAMA, AS AMENDED IN 1868.

ARTICLE IX.—*Taxation.*

SEC. 1. * * * *Provided, however,* That the general assembly may levy a poll-tax not exceeding one dollar and fifty cents on each poll, which shall be applied exclusively in aid of the public-school-fund.

ARTICLE XI.—*Education.*

SEC. 1. The common schools, and other educational institutions of the State, shall be under the management of a board of education, consisting of a superintendent of public instruction and two members from each congressional district. The governor of the State shall be, *ex officio,* a member of the board, but shall have no vote in its proceedings.

SEC. 2. The superintendent of public instruction shall be president of the board of education, and have the casting vote in case of a tie; he shall have the supervision of the public schools of the State, and perform such other duties as may be imposed upon him by the board and the laws of the State. He shall be elected in the same manner and for the same term as the governor of the State, and receive such salary as may be fixed by law. An office shall be assigned him in the capitol of the State.

SEC. 3. The members of the board shall hold office for a term of four years, and until their successors shall be elected and qualified. After the first election under the constitution, the board shall be divided into two equal classes, so that each class shall consist of one member from each district. The seats of the first class shall be vacated at the expiration of two years from the day of election, so that one-half may be chosen biennially.

SEC. 4. The members of the board of education, except the superintendent, shall be elected by the qualified electors of the congressional district in which they are chosen, at the same time and in the same manner as the members of Congress.

SEC. 5. The board of education shall exercise full legislative powers in reference to the public educational institutions of the State, and its acts, when approved by the governor, or when re-enacted by two-thirds of the board, in case of his disapproval, shall have the force and effect of law, unless repealed by the general assembly.

SEC. 6. It shall be the duty of the board to establish, throughout the State, in each township, or other school-district which it may have created, one or more schools, at which all the children of the State between the ages of five and twenty-one years may attend free of charge.

SEC. 7. No rule or law affecting the general interest of education shall be made by the board without a concurrence of a majority of its members. The style of all acts of the board shall be, *"Be it enacted by the Board of Education of the State of Alabama."*

SEC. 8. The board of education shall be a body politic and corporate, by the name and style of "The Board of Education of the State of Alabama." Said board shall also be a board of regents of the State University, and when sitting as a board of regents of the university shall have power to appoint the president and faculties thereof.

The president of the university shall be, *ex officio*, a member of the board of regents, but shall have no vote in its proceedings.

SEC. 9. The board of education shall meet annually at the seat of government at the same time as the general assembly, but no session shall continue longer than twenty days, nor shall more than one session be held in the same year, unless authorized by the governor. The members shall receive the same mileage and daily pay as the members of the general assembly.

SEC. 10. The proceeds of all lands that have been or may be granted by the United States to the State for educational purposes; of the swamp lands;[1] and of all lands or other property given by individuals or appropriated by the State for like purposes; and of all estates of deceased persons who have died without leaving a will or heir; and all moneys which may be paid as an equivalent for exemption from military duty, shall be and remain a perpetual fund, which may be increased but not diminished, and the interest and income of which, together with the rents of all such lands as may remain unsold, and such other means as the general assembly may provide, shall be inviolably appropriated to educational purposes, and to no other purpose whatever.

SEC. 11. In addition to the amount accruing from the above sources one-fifth of the aggregate annual revenue of the State shall be devoted exclusively to the maintenance of public schools.

SEC. 12. The general assembly may give power to the authorities of the school-districts to levy a poll-tax on the inhabitants of the district in aid of the general school-fund, and for no other purpose.

SEC. 13. The general assembly shall levy a specific annual tax upon all railroad, navigation, banking, and insurance corporations, and upon all insurance and foreign-bank and exchange agencies, and upon the profits of foreign bank-bills issued in this State by any corporation, partnership or persons, which shall be exclusively devoted to the maintenance of public schools.

SEC. 14. The general assembly shall, as soon as practicable, provide for the establishment of an agricultural college, and shall appropriate the two hundred and forty thousand acres of land donated to this State for the support of such college, by the act of Congress, passed July 2, 1862, or the money or scrip, as the case may be, arising from the sale of said land, or any lands which may hereafter be granted or appropriated for such purpose, for the support and maintenance of such college, or schools, and may make the same a branch of the University of Alabama for instruction in agriculture, in the mechanic arts, and the natural sciences connected therewith, and place the same under the supervision of the regents of the university.

ARTICLE XII.—*Industrial resources.*

SEC. 1. A bureau of industrial resources shall be established, to be under the management of a commissioner, who shall be elected at the first general election, and shall hold his office for the term of four years.

SEC. 2. The commissioner of industrial resources shall collect and condense statistical information concerning the productive industries of the State; and shall make, or cause to be made, a careful, accurate, and thorough report upon the agriculture and geology of the State, and annually report such additions as the progress of scientific development and extended explorations may require. He shall, from time to time, disseminate among the people of the State such knowledge as he may deem important concerning improved machinery and production, and for the promotion of their agriculture, manufacturing, and mining interests; and shall send out to the people of the United States and foreign countries such reports concerning the industrial resources of Alabama as may best make known the advantages offered by the State to emigrants, and shall perform such other duties as the general assembly may require.

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[1]Originally granted to the States by act of September 28, 1850, for construction of levees for reclaiming these lands; confirmed to the States March 3, 1857.

SEC. 3. It shall be the duty of the general assembly, at the first session after the adoption of this constitution, to pass such laws and regulations as may be necessary for the government and protection of this bureau, and also to fix and provide for the compensation of the commissioner.

SEC. 4. This bureau shall be located and the commissioner shall reside at the capital of the State, and he shall annually make a written or printed report to the governor of the State, to be laid before the general assembly at each session.

SEC. 5. In case of the death, removal, or resignation of the commissioner, the governor, with approval of the senate, shall have power to appoint a commissioner for the unexpired term.

CONSTITUTION OF GEORGIA, 1868.

ARTICLE VI.—*Education.*

SEC. 1. The general assembly, at its first session after the adoption of this constitution, shall provide a thorough system of general education, to be forever free to all children of the State, the expense of which shall be provided for by taxation or otherwise.

SEC. 2. The office of State-school-commissioner is hereby created. He shall be appointed by the governor with the consent of the senate, and shall hold his office for the same term as the governor. The general assembly shall provide for the said commissioner a competent salary and necessary clerks. He shall keep his office at the seat of government.

SEC. 3. The poll-tax allowed by this constitution, any educational fund now belonging to this State, except the endowment of and debt due to the State university, or that may hereafter be obtained in any way, a special tax on shows and exhibitions, and on the sale of spirituous and malt liquors, which the general assembly is hereby authorized to assess, and the proceeds from the commutation for militia service, are hereby set apart and devoted to the support of common schools. And if the provisions herein made shall, at any time, prove insufficient, the general assembly shall have power to levy such general tax upon the property of the State as may be necessary for the support of said school-system. And there shall be established, as soon as practicable, one or more common schools in each school-district in this State.

CONSTITUTION OF LOUISIANA, AUGUST 17–18, 1868.

TITLE VII.—*Public education.*

ART. 135. The general assembly shall establish at least one free public school in every parish throughout the State, and shall provide for its support by taxation or otherwise. All children of this State between the years of six and twenty-one shall be admitted to the public schools or other institutions of learning sustained or established by the State in common, without distinction of race, color, or previous condition. There shall be no separate schools or institutions of learning established exclusively for any race by the State of Louisiana.

ART. 136. No municipal corporation shall make any rules or regulations contrary to the spirit and intention of article 135.

ART. 137. There shall be elected by the qualified voters of this State a superintendent of public education, who shall hold his office for four years. His duties shall be prescribed by law, and he shall have the supervision and the general control of all public schools throughout the State. He shall receive a salary of $5,000 per annum, payable quarterly, on his own warrant.

ART. 138. The general exercises in the public schools shall be conducted in the English language.

ART. 139. The proceeds of all lands heretofore granted by the United States for the use and support of public schools, and of all lands or other property which may hereafter be bequeathed for that purpose, and of all lands which may be granted or

bequeathed to the State, and not granted or bequeathed expressly for any other purpose, which may hereafter be disposed of by the State, and the proceeds of all estates of deceased persons to which the State may be entitled by law, shall be held by the State as a loan, and shall be and remain a perpetual fund, on which the State shall pay an annual interest of six per cent., which interest, with the interest of the trust-fund deposited with this State by the United States, under the act of Congress approved June the twenty-third, 1836, and the rent of the unsold land, shall be appropriated to the support of such schools; and this appropriation shall remain inviolable.

ART. 140. No appropriation shall be made by the general assembly for the support of any private school or any private institution of learning whatever.

ART. 141. One-half of the funds derived from the poll-tax herein provided for shall be appropriated exclusively to the support of the free public schools throughout the State and the University of New Orleans.

ART. 142. A university shall be established and maintained in the city of New Orleans. It shall be composed of a law, a medical, and a collegiate department, each with appropriate faculties. The general assembly shall provide by law for its organization and maintenance: *Provided*, That all departments of this institution of learning shall be open in common to all students capable of matriculating. No rules or regulations shall be made by the trustees, faculties, or other officers of said institution of learning, nor shall any laws be made by the general assembly violating the letter or spirit of the articles under this title.

ART. 143. Institutions for the support of the insane, the education and support of the blind and the deaf and dumb, shall always be fostered by the State, and be subject to such regulations as may be prescribed by the general assembly.

CONSTITUTION OF SOUTH CAROLINA, APRIL 14, 16, 1868.

No reference to education was made in the first constitution of this State, adopted in 1776, or in the revisions of 1778 and 1790. Neither was any reference made to it in the amendments of 1808, 1810, 1816, 1820, 1828, 1854, and 1856, or in the constitution of 1865, framed in pursuance of President Johnson's reconstruction proclamations.

ARTICLE X.—*Education.*

SEC. 1. The supervision of public instruction shall be vested in a State-superintendent of education, who shall be elected by the qualified electors of the State in such manner and at such time as the other State-officers are elected; his powers, duties, term of office, and compensation shall be defined by the general assembly.

SEC. 2. There shall be elected, biennially, in each county, by the qualified electors thereof, one school-commissioner, said commissioners to constitute a State-board of education, of which the State-superintendent shall, by virtue of his office, be chairman; the powers, duties, and compensation of the members of said board shall be determined by law.

SEC. 3. The general assembly shall, as soon as practicable after the adoption of this constitution, provide for a liberal and uniform system of free public schools throughout the State, and shall also make provision for the division of the State into suitable school-districts. There shall be kept open, at least six months in each year, one or more schools in each school-district.

SEC. 4. It shall be the duty of the general assembly to provide for the compulsory attendance, at either public or private schools, of all children between the ages of six and sixteen years, not physically or mentally disabled, for a term equivalent to twenty-four months at least: *Provided*, That no law to that effect shall be passed until a system of public schools has been thoroughly and completely organized, and facilities afforded to all the inhabitants of the State for the free education of their children.

SEC. 5. The general assembly shall levy, at each regular session after the adoption of this constitution, an annual tax on all taxable property throughout the State for the support of public schools, which tax shall be collected at the same time and by the same agents as the general State-levy, and shall be paid into the treasury of the State. There shall be assessed on all taxable polls in the State an annual tax of one dollar on each poll, the proceeds of which tax shall be applied solely to educational purposes: *Provided*, That no person shall ever be deprived of the right of suffrage for the non-payment of said tax. No other poll- or capitation-tax shall be levied in the State, nor shall the amount assessed on each poll exceed the limit given in this section. The school-tax shall be distributed among the several school-districts of the State in proportion to the respective number of pupils attending the public schools. No religious sect or sects shall have exclusive right to or control of any part of the school-funds of the State, nor shall sectarian principles be taught in the public schools.

SEC. 6. Within five years after the first regular session of the general assembly, following the adoption of this constitution, it shall be the duty of the general assembly to provide for the establishment and support of a State normal school, which shall be open to all persons who may wish to become teachers.

SEC. 7. Educational institutions for the benefit of all the blind, deaf and dumb, and such other benevolent institutions as the public good may require, shall be established and supported by the State, subject to such regulations as may be prescribed by law.

SEC. 8. Provisions shall be made by law, as soon as practicable, for the establishment and maintenance of a State-reform-shool for juvenile offenders.

SEC. 9. The general assembly shall provide for the maintenance of the State University, and, as soon as practicable, provide for the establishment of an agricultural college, and shall appropriate the land given to this State for the support of such a college by the act of Congress, passed July second, one thousand eight hundred and sixty-two, or the money or scrip, as the case may be, arising from the sale of such lands, or any land which may hereafter be given or appropriated for such purpose, for the support and maintenance of such college, and may make the same a branch of the State University, for instructions in agriculture, the mechanic arts, and the natural sciences connected therewith.

SEC. 10. All the public schools, colleges, and universities of this State, supported in whole or in part by the public funds, shall be free and open to all the children and youths of the State, without regard to race or color.

SEC. 11. The proceeds of all lands that have been or hereafter may be given by the United States to this State for educational purposes, and not otherwise appropriated by this State or the United States, and of all lands or other property given by individuals, or appropriated by the State for like purposes, and of all estates of deceased persons who have died without leaving a will or heir, shall be securely invested and sacredly preserved as a State-school-fund, and the annual interest and income of said fund, together with such other means as the general assembly may provide, shall be faithfully appropriated for the purpose of establishing and maintaining free public schools, and for no other purposes or uses whatever.

ORDINANCE X.—AN ORDINANCE instructing the general assembly to provide for appropriating the citadel for educational purposes. Passed March 16, 1868.

We, the people of South Carolina, in convention met, do ordain: That the general assembly is hereby instructed to provide, by suitable laws, for the appropriation of the citadel and grounds, in the city of Charleston, for educational purposes, said building and grounds to be devoted to the establishment of an institution of learning, which shall be a body politic and corporate, and shall be managed by a board of trustees, and their successors, who shall be chosen by the general assembly, and shall be subject to visitation by and under its authority. Said institution of learning shall have power to establish schools of law and medicine, and to issue diplomas that shall entitle the holders to practice said professions, as shall be prescribed by law.

Constitution of Arkansas, as amended in 1868.

Article I.—*Bill of rights.*

Sec. 23. Religion, morality and knowledge being essential to good government, the general assembly shall pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship; and to encourage schools and the means of instruction.

Article VI.—*Executive department.*

Sec. 1. The executive department of this State shall consist of * * * and superintendent of public instruction—all of whom shall hold their several offices for the term of four years and until their successors are elected and qualified. They shall be chosen by the qualified electors of this State at the time and places of choosing the members of the general assembly.

Sec. 18. The * * * and superintendent of public instruction, shall severally reside, and keep all public records, books, papers and documents which may pertain to their respective offices, at the seat of government.

Sec. 19. The returns of every election for * * * and superintendent of public instruction, shall be sealed up and transmitted to the seat of government by the returning-officers and directed to the presiding officer of the senate, who, during the first week of the session shall open and publish the same in presence of the members then assembled. The person having the highest number of votes shall be declared elected, but if two or more shall have the highest and equal number of votes for the same office, one of them shall be chosen by a joint vote of both houses. Contested elections shall likewise be determined by both houses of the general assembly in such manner as is or may hereafter be prescribed by law.

Sec. 21. The * * * and superintendent of public instruction, shall perform such duties as are now or may hereafter be prescribed by law.

Sec. 22. In case of the death, impeachment, removal from the State or other disability of the * * * and superintendent of public instruction, the vacancies in their several offices thus occasioned shall be filled by appointment of the governor, which appointment shall be made for the unexpired terms of said offices, or until said disabilities are removed, or until elections are held to fill said vacancies.

Sec. 24. The officers of the executive department, mentioned in this article, shall, at stated times, receive for their services a compensation to be established by law, which shall not be diminished during the period for which they shall have been elected or appointed.

Sec. 25. The officers of the executive department and judges of the supreme court shall not be eligible, during the period for which they may be elected or appointed to their respective offices, to any position in the gift of the qualified electors or of the general assembly of this State.

Article IX.—*Education.*

Sec. 1. A general diffusion of knowledge and intelligence among all classes being essential to the preservation of the rights and liberties of the people; the general assembly shall establish and maintain a system of free schools for the gratuitous instruction of all persons in this State between the ages of five and twenty-one years, and the funds appropriated for the support of common schools shall be distributed to the several counties in proportion to the number of children and youths therein between the ages of five and twenty-one years, in such manner as shall be prescribed by law, but no religious or other sect or sects shall ever have any exclusive right to or control of any part of the school-funds of this State.

Sec. 2. The supervision of public schools shall be vested in a superintendent of public instruction, and such other officers as the general assembly shall provide. The superintendent of public instruction shall receive such salary and perform such duties as shall be prescribed by law.

SEC. 3. The general assembly shall establish and maintain a State-university, with departments for instruction in teaching, in agriculture, and the natural sciences as soon as the public-school-fund will permit.

SEC. 4. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, and not otherwise appropriated by the United States or this State; also, all mines [moneys?], stocks, bonds, lands and other property, now belonging to any fund for purposes of education, also, the net proceeds of all sales of land and other property and effects that may accrue to this State by escheat, or from sales of estrays, or from unclaimed dividends or distributive shares of the estates of deceased persons, or from fines, penalties or forfeitures, also, any proceeds of the sales of public lands which may have been or may be hereafter paid over to this State (Congress consenting,) also the grants, gifts or devises that have been or hereafter may be made to this State and not otherwise appropriated by the terms of the grant, gift or devise, shall be securely invested and sacredly preserved as a public-school-fund, which shall be the common property of the State; the annual income of which fund, together with one dollar *per capita* to be annually assessed on every male inhabitant of this State over the age of twenty-one years, and so much of the ordinary annual revenue of the State as may be necessary, shall be faithfully appropriated for establishing and maintaining the free schools and the university in this article provided for, and for no other uses or purposes whatever.

SEC. 5. No part of the public-school-fund shall be invested in the stocks, or bonds or other obligations of any State, or any county, city, town, or corporation. The stocks belonging to any school-fund or university-fund shall be sold in such manner and at such times as the general assembly shall prescribe, and the proceeds thereof, and the proceeds of the sales of any lands or other property which now belongs or may hereafter belong to said school-fund, may be invested in the bonds of the United States.

SEC. 6. No township or school-district shall receive any portion of the public-school-fund, unless a free school shall have been kept therein for not less than three months during the year, for which distribution thereof is made. The general assembly shall require by law, that every child of sufficient mental and physical ability, shall attend the public schools during the period between the ages of five and eighteen years, for a term equivalent to three years, unless educated by other means.

SEC. 7. In case the public-school-fund shall be insufficient to sustain a free school at least three months in every year in each school-district in this State, the general assembly shall provide by law, for raising such deficiency by levying such tax upon all taxable property in each county, township, or school-district as may be deemed proper.

SEC. 8. The general assembly shall, as far as it can be done without infringing upon vested rights, reduce all lands, moneys, or other property used or held for school-purposes in the various counties of this State, into the public-school-fund herein provided for.

SEC. 9. Provision shall also be made, by general laws, for raising such sum or sums of money by taxation, or otherwise in each school-district as may be necessary for the building and furnishing of a sufficient number of suitable school-houses for the accommodation of all the pupils within the limits of the several school-districts.

ARTICLE X.—*Finances, taxation, public debt, and expenditures.*

SEC. 1. * * * The general assembly shall never levy a poll-tax excepting for school-purposes.

SEC. 2. * * * Burying-grounds, public-school-houses, houses used exclusively for public worship, institutions of purely public charity, and public property used exclusively for any public purpose shall never be taxed.

SEC. 15. The principal arising from the sale of all lands donated to the State for school purposes shall be paid into the treasury, and the State shall pay interest thereon for the support of schools at the rate of six per cent. per annum.

CONSTITUTION OF MISSISSIPPI, NOVEMBER 30, DECEMBER 1, 1868.

ARTICLE VIII.—*School-funds, education, and science.*

SEC. 1. As the stability of a republican form of government depends mainly upon the intelligence and virtue of the people, it shall be the duty of the legislature to encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement, by establishing a uniform system of free public schools, by taxation or otherwise, for all children between the ages of five and twenty-one years, and shall, as soon as practicable, establish schools of higher grade.

SEC. 2. There shall be a superintendent of public education elected at the same time and in the same manner as the governor, who shall have the qualification of the secretary of state, and hold his office for four years, and until his successor shall be elected and qualified, whose duties shall be the general supervision of the common schools and the educational interests of the State, and who shall perform such other duties pertaining to his office, and receive such compensation as shall be prescribed by law; he shall report to the legislature, for its adoption, within twenty days after the opening of its first session under this constitution, a uniform system of free public schools.

SEC. 3. There shall be a board of education, consisting of the secretary of state, the attorney-general, and the superintendent of public education, for the management and investment of the school-funds, under the general direction of the legislature, and to perform such other duties as may be prescribed by law. The superintendent and one other of said board shall constitute a quorum.

SEC. 4. There shall be a superintendent of public education in each county, who shall be appointed by the board of education, by and with the advice and consent of the senate, whose term of office shall be two years, and whose compensation and duties shall be prescribed by law: *Provided*, That the legislature shall have the power to make said office of county-school-superintendent of the several counties elective, as other county-officers are.

SEC. 5. A public school or schools shall be maintained in each school-district at least four months in each year. Any school-district neglecting to maintain such school or schools shall be deprived for that year of its proportion of the income of the free-school-fund, and of all funds arising from taxes for the support of schools.

SEC. 6. There shall be established a common-school-fund, which shall consist of the proceeds of the lands now belonging to the State, heretofore granted by the United States, and of the lands known as "swamp-lands," except the "swamp-lands" lying and situated on Pearl River, in the counties of Hancock, Marion, Lawrence, Simpson, and Copiah, and of all lands now or hereafter vested in the State by escheat or purchase or forfeiture for taxes, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, and all moneys received for licenses granted under the general laws of the State for the sale of intoxicating liquors or keeping of dram-shops, all moneys paid as an equivalent for persons exempt from military duty, and the funds arising from the consolidation of the congressional-township-funds and the lands belonging thereto, together with all moneys donated to the State for school-purposes, which funds shall be securely invested in United States bonds and remain a perpetual fund, which may be increased but not diminished, the interest of which shall be inviolably appropriated for the support of free schools.

SEC. 7. The legislature may levy a poll-tax not to exceed two dollars a head in aid of the school-fund, and for no other purpose.

SEC. 8. The legislature shall, as soon as practicable, provide for the establishment of an agricultural college or colleges; and shall appropriate the two hundred and ten thousand acres of land donated to the State for the support of such a college, by the act of Congress passed July 2, A. D. 1862, or the money or scrip, as the case may

be, arising from the sale of said lands or any lands which may hereafter be granted or appropriated for such purpose.

SEC. 9. No religious sect or sects shall ever control any part of the school or university funds of this State.

SEC. 10. The legislature shall from time to time, as may be necessary, provide for the levy and collection of such other taxes as may be required to properly support the system of free schools herein adopted; and all school-funds shall be divided *pro rata* among the children of school age.

CONSTITUTION OF NORTH CAROLINA, 1868.

ARTICLE I.—*Declaration of rights.*

SEC. 27. The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.

ARTICLE III.—*Executive department.*

SEC. 1. The executive department shall consist of a * * *, a superintendent of public instruction, * * * who shall be elected for a term of four years by the qualified electors of the State, at the same time and places and in the same manner as members of the general assembly are elected. Their term of office shall commence on the first day of January next after their election, and continue until their successors are elected and qualified: *Provided*, That the officers first elected shall assume the duties of their office ten days after the approval of this constitution by the Congress of the United States, and shall hold their offices four years from and after the first day of January, 1869.

SEC. 7. The officers of the executive department and of the public institutions of the State shall, at least five days previous to each regular session of the general assembly, severally report to the governor, who shall transmit such reports, with his message, to the general assembly; and the governor may at any time require information in writing from the officers in the executive department upon any subject relating to the duties of their respective offices, and shall take care that the laws be faithfully executed.

SEC. 13. The respective duties of the * * *, superintendent of public instruction, * * * shall be prescribed by law. If the office of any of said officers shall be vacated by death, resignation, or otherwise, it shall be the duty of the governor to appoint another until the disability be removed or his successor be elected and qualified. Every such vacancy shall be filled by election, at the first general election that occurs more than thirty days after the vacancy has taken place, and the person chosen shall hold the office for the remainder of the unexpired term fixed in the first section of this article.

SEC. 14. The * * *, and superintendent of public instruction shall constitute, *ex officio*, the council of the State, who shall advise the governor in the execution of his office, and three of whom shall constitute a quorum; their advice and proceedings in this capacity shall be entered in a journal, to be kept for this purpose exclusively and signed by the members present, from any part of which any member may enter his dissent; and such journal shall be placed before the general assembly when called for by either house.

SEC. 15. The officers mentioned in this article shall, at stated periods, receive for their services a compensation to be established by law, which shall neither be increased nor diminished during the time for which they shall have been elected, and the said officers shall receive no other emolument or allowance whatever.

ARTICLE IX.—*Education.*

SEC. 1. Religion, morality, and knowledge being necessary to good government and happiness of mankind, schools and the means of education shall forever be encouraged.

SEC. 2. The general assembly, at its first session under this constitution, shall provide, by taxation and otherwise, for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years.

SEC. 3. Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year; and if the commissioners of any county shall fail to comply with the aforesaid requirements of this section they shall be liable to indictment.

SEC. 4. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, and not otherwise specially appropriated by the United States or heretofore by this State; also, all moneys, stocks, bonds, and other property now belonging to any fund for purposes of education; also, the net proceeds that may accrue to the State from sales of estrays, or from fines, penalties, and forfeitures; also, the proceeds of all sales of the swamp-lands belonging to the State; also, all money that shall be paid as an equivalent for exemption from military duty; also, all grants, gifts, or devises that may hereafter be made to this State, and not otherwise appropriated by the grant, gift, or devise, shall be securely invested and sacredly preserved as an irreducible educational fund, the annual income of which, together with so much of the ordinary revenue of the State as may be necessary, shall be faithfully appropriated for establishing and perfecting in this State a system of free public schools, and for no other purposes or uses whatsoever.

SEC. 5. The University of North Carolina, with its lands, emoluments, and franchises, is under the control of the State, and shall be held to an inseparable connection with the free public-school-system of the State.[1]

SEC. 6. The general assembly shall provide that the benefits of the university, as far as practicable, be extended to the youth of the State free of expense for tuition; also, that all the property which has heretofore accrued to the State, or shall hereafter accrue, from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons, shall be appropriated to the use of the university.

SEC. 7. The governor, lieutenant-governor, secretary of state, treasurer, auditor, superintendent of public works, superintendent of public instruction, and attorney-general, shall constitute a State-board of education.

SEC. 8. The governor shall be president, and the superintendent of public instruction shall be secretary, of the board of education.

SEC. 9. The board of education shall succeed to all the powers and trusts of the president and directors of the literary-fund of North Carolina, and shall have full power to legislate and make all needful rules and regulations in relation to free public schools and the educational fund of the State; but all acts, rules, and regulations of said board may be altered, amended, or repealed by the general assembly, and when so altered, amended, or repealed, they shall not be re-enacted by the board.

SEC. 10. The first session of the board of education shall be held at the capital of the State, within fifteen days after the organization of the State-government under this constitution; the time of future meetings may be determined by the board.

SEC. 11. A majority of the board shall constitute a quorum for the transaction of business.

SEC. 12. The contingent expenses of the board shall be provided for by the general assembly.

SEC. 13. The board of education shall elect trustees for the university as follows: One trustee for each county in the State, whose term of office shall be eight years. The first meeting of the board shall be held within ten days after their election, and at this and every subsequent meeting ten trustees shall constitute a quorum. The trustees at their first meeting shall be divided, as equally as may be, into four

[1] This university was one of the few higher institutions in the South that was not suspended during the war. It was suspended during the year 1868-69, and again from 1870 to September, 1875.

classes. The seats of the first class shall be vacated at the expiration of two years; of the second class, at the expiration of four years; of the third class, at the expiration of six years; of the fourth class, at the expiration of eight years; so that one-fourth may be chosen every second year.

SEC. 14. The board of education and the president of the university shall be *ex officio* members of the board of trustees of the university; and shall, with three other trustees to be appointed by the board of trustees, constitute the executive committee of the trustees of the University of North Carolina, and shall be clothed with the powers delegated to the executive committee under the existing organization of the institution. The governor shall be *ex officio* president of the board of trustees and chairman of the executive committee of the university. The board of education shall provide for the more perfect organization of the board of trustees.

SEC. 15. All the privileges, rights, franchises, and endowments heretofore granted to or conferred upon the board of trustees of the University of North Carolina by the charter of 1789, or by any subsequent legislation, are hereby vested in the board of trustees authorized by this constitution for the perpetual benefit of the university.

SEC. 16. As soon as practicable after the adoption of this constitution, the general assembly shall establish and maintain, in connection with the university, a department of agriculture, of mechanics, of mining, and of normal instruction.

SEC. 17. The general assembly is hereby empowered to enact that every child of sufficient mental and physical ability shall attend the public schools, during the period between the ages of six and eighteen years, for a term of not less than sixteen months, unless educated by other means.

CONSTITUTION OF VIRGINIA, JULY 6, 1869.[1]

ARTICLE VII.—*County organizations.*

SEC. 1. * * * And there shall be appointed, in the manner provided for in Article VIII,[2] one superintendent of schools: *Provided*, That counties containing less than eight thousand inhabitants may be attached to adjoining counties for the formation of districts for superintendents of schools: *Provided, also*, That in counties containing thirty thousand inhabitants there may be appointed an additional superintendent of schools therein. All regular elections for county-officers shall be held on the first Tuesday after the first Monday in November, and all officers elected or appointed under this provision shall enter upon the duties of their offices on the first day of January next succeeding their election, and shall hold their respective offices for the term of three years. * * *

SCHOOL DISTRICTS.

SEC. 3. Each township shall be divided into so many compactly-located school-districts as may be deemed necessary: *Provided*, That no school-district shall be formed containing less than one hundred inhabitants. In each school-district there shall be elected or appointed annually one school-trustee, who shall hold his office three years: *Provided*, That at the first election held under this provision there shall be three trustees elected, whose terms shall be one, two, and three years, respectively.

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[1] An act of Congress approved January 26, 1870, for the admission of this State to representation in Congress, after the interruption of the war, contains the following stipulation: "That the constitution of Virginia shall never be so amended or changed as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the constitution of said State."—H.

[2] Election by joint ballot of the legislature, within thirty days after organization and every four years after.—H.

ARTICLE VIII.—*Education.*

SEC. 1. The general assembly shall elect, in joint ballot, within thirty days after its organization under this constitution, and every fourth year thereafter, a superintendent of public instruction. He shall have the general supervision of the public free-school-interests of the State, and shall report to the general assembly for its consideration, within thirty days after his election a plan for a uniform system of public free schools.

SEC. 2. There shall be a board of education, composed of the governor, superintendent of public instruction, and attorney-general, which shall appoint and have power to remove for cause and upon notice to the incumbents, subject to confirmation by the senate, all county-superintendents of public free schools. This board shall have, regulated by law, the management and investment of all school-funds, and such supervision of schools of higher grades as the law shall provide.

SEC. 3. The general assembly shall provide by law, at its first session under this constitution, a uniform system of public free schools, and for its gradual, equal, and full introduction into all the counties of the State by the year 1876, or as much earlier as practicable.

SEC. 4. The general assembly shall have power, after a full introduction of the public free-school-system, to make such laws as shall not permit parents and guardians to allow their children to grow up in ignorance and vagrancy.

SEC. 5. The general assembly shall establish, as soon as practicable, normal schools, and may establish agricultural schools and such grades of schools as shall be for the public good.

SEC. 6. The board of education shall provide uniformity of text-books, and the furnishing of school-houses with such apparatus and library as may be necessary, under such regulations as may be provided by law.

SEC. 7. The general assembly shall set apart, as a permanent and perpetual "literary fund," the present literary funds of the State, the proceeds of all public lands donated by Congress for public-school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the State by forfeiture, and all fines collected for offenses committed against the State, and all such other sums as the general assembly may appropriate.

SEC. 8. The general assembly shall apply the annual interest on the literary fund, the capitation-tax provided for by this constitution for public free-school-purposes, and an annual tax upon the property of the State of not less than one mill, nor more than five mills, on the dollar, for the equal benefit of all the people of the State, the number of children between the ages of five and twenty-one years in each public free-school-district being the basis of such division. Provision shall be made to supply children attending the public free schools with necessary text-books in cases where the parent or guardian is unable, by reason of poverty, to furnish them. Each county and public free-school-district may raise additional sums by a tax on property for the support of public free schools. All unexpended sums of any one year in any public free-school-district shall go into the general school-fund for redivision the next year: *Provided*, That any tax authorized by this section to be raised by counties or school-districts shall not exceed five mills on a dollar in any one year, and shall not be subject to redivision, as hereinbefore provided in this section.

SEC. 9. The general assembly shall have the power to foster all higher grades of schools under its supervision, and to provide for such purpose a permanent educational fund.

SEC. 10. All grants and donations received by the general assembly for educational purposes shall be applied according to the terms prescribed by the donors.

SEC. 11. Each city and county shall be held accountable for the destruction of school-property that may take place within its limits by incendiaries or open violence.

SEC. 12. The general assembly shall fix the salaries and prescribe the duties of all school-officers, and shall make all needful laws and regulations to carry into effect the public free-school-system provided for by this article.

Constitution of Texas, November 30, December 3, 1869.[1]

Article IX.—*Public schools.*

Sec. 1. It shall be the duty of the legislature of this State to make suitable provisions for the support and maintenance of a system of public free schools for the gratuitous instruction of all the inhabitants of this State between the ages of six and eighteen years.

Sec. 2. There shall be a superintendent of public instruction, who, after the first term of office, shall be elected by the people; the first term of office shall be filled by appointment of the governor, by and with the advice and consent of the senate. The superintendent shall hold his office for the term of four years. He shall receive an annual salary of $2,500, until otherwise provided by law. In case of vacancy in the office of the superintendent, it shall be filled by appointment of the governor, until the next general election.

Sec. 3. The superintendent shall have the supervision of the public free schools of the State, and shall perform such other duties concerning public instruction as the legislature may direct. The legislature may lay off the State into convenient school-districts, and provide for the formation of a board of school-directors in each district. It may give the district-boards such legislative powers, in regard to the schools, school-houses, and school-fund of the district, as may be deemed necessary and proper. It shall be the duty of the superintendent of public instruction to recommend to the legislature such provisions of law as may be found necessary, in the progress of time, to the establishment and perfection of a complete system of education, adapted to the circumstances and wants of the people of this State. He shall, at each session of the legislature, furnish that body with a complete report of all the free schools in the State, giving an account of the condition of the same, and the progress of education within the State. Whenever required by either house of the legislature, it shall be his duty to furnish all information called for in relation to public schools.

Sec. 4. The legislature shall establish a uniform system of public free schools throughout the State.

Sec. 5. The legislature, at its first session, (or as soon thereafter as may be possible,) shall pass such laws as will require the attendance on the public free schools of the State of all the scholastic population thereof, for the period of at least four months of each and every year: *Provided*, That when any of the scholastic inhabitants may be shown to have received regular instruction for said period of time in each and every year, from any private teacher having a proper certificate of competency, this shall exempt them from the operation of the laws contemplated by this section.

Sec. 6. As a basis for the establishment and endowment of said public free schools, all the funds, lands, and other property heretofore set apart and appropriated, or that may hereafter be set apart and appropriated, for the support and maintenance of public shools, shall constitute the public-school-fund. And all sums of money that may come to this State hereafter from the sale of any portion of the public domain of the State of Texas shall also constitute a part of the public-school-fund. And the legislature shall appropriate all the proceeds resulting from sales of public lands of this State to such public-school-fund. And the legislature shall set apart, for the benefit of public schools, one-fourth of the annual revenue derivable from general taxation; and shall also cause to be levied and collected an annual poll-tax of one dollar, on all male persons in this State between the ages of twenty-one and

[1]The stability of educational institutions in this State is further secured by an act of Congress approved March 30, 1870, which made the following stipulation as one of the conditions of admission to representation in Congress, after the interruption occasioned by the late war: "That the constitution of Texas shall never be so amended as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the constitution of said State."—H.

sixty years, for the benefit of public schools. And said fund, and the income derived therefrom, and the taxes herein provided for school-purposes, shall be a perpetual fund, to be applied, as needed, exclusively for the education of all the scholastic inhabitants of this State; and no law shall ever be made appropriating such fund for any other use or purpose whatever.

SEC. 7. The legislature shall, if necessary, in addition to the income derived from the public-school-fund and from the taxes for school-purposes provided for in the foregoing section, provide for the raising of such amount by taxation, in the several school-districts in the State, as will be necessary to provide the necessary school-houses in each district, and insure the education of all the scholastic inhabitants of the several districts.

SEC. 8. The public lands heretofore given to counties shall be under the control of the legislature, and may be sold under such regulations as the legislature may prescribe; and in such case the proceeds of the same shall be added to the public-school fund.

SEC. 9. The legislature shall, at its first session, (and from time to time thereafter, as may be found necessary,) provide all needful rules and regulations for the purpose of carrying into effect the provisions of this article. It is made the imperative duty of the legislature to see to it that all the children in the State, within the scholastic age, are, without delay provided with ample means of education. The legislature shall annually appropriate for school-purposes, and to be equally distributed among all the scholastic population of the State, the interest accruing on the school-fund and the income derived from taxation for school-purposes; and shall, from time to time, as may be necessary, invest the principal of the school-fund in the bonds of the United States Government, and in no other security.

CONSTITUTION OF ILLINOIS, 1870.

ARTICLE IV.—*Legislative department.*

SPECIAL LEGISLATION PROHIBITED.

SEC. 22. The general assembly shall not pass local or special laws in any of the following-enumerated cases, that is to say: * * *.

Providing for the management of common schools.

ARTICLE V.—*Executive department.*

SEC. 1. The executive department shall consist of a * * *, superintendent of public instruction, * * * who shall each, with the exception of the treasurer, hold his office for the term of four years from the second Monday of January next after his election, and until his successor is elected and qualified. They shall, except the lieutenant-governor, reside at the seat of government during their term of office, and keep the public records, books, and papers there, and shall perform such duties as may be prescribed by law.

ELECTIONS.

SEC. 3. An election for * * * superintendent of public instruction, [shall be held] on the Tuesday next after the first Monday of November, in the year 1870, and every four years thereafter; and for treasurer on the day last above mentioned, and every two years thereafter, at such places and in such manner as may be prescribed by law.

ELIGIBILITY.

SEC. 5. * * * Neither the * * * superintendent of public instruction, nor * * *, shall be eligible to any other office during the period for which they shall have been elected.

STATE-OFFICERS OTHER THAN GOVERNOR AND LIEUTENANT-GOVERNOR.

SEC. 20. If the office of * * * , or superintendent of public instruction shall be vacated by death, resignation, or otherwise, it shall be the duty of the governor to fill the same by appointment, and the appointee shall hold his office until his successor shall be elected and qualified in such manner as may be provided by law. An account shall be kept by the officers of the executive department, and of all the public institutions of the State, of all moneys received or disbursed by them, severally, from all sources and for every service performed, and a semi-annual report thereof be made to the governor, under oath; and any officer who makes a false report shall be guilty of perjury, and punished accordingly.

SEC. 21. The officers of the executive department, and of all the public institutions of the State, shall, at least ten days preceding each regular session of the general assembly, severally report to the governor, who shall transmit such report to the general assembly, together with the reports of the judges of the supreme court, of defects in the constitution and laws; and the governor may at any time require information, in writing, under oath, from the officers of the executive department, and all officers and managers of State-institutions, upon any subject relating to the condition, management, and expenses of their respective offices.

Section 23 provides that the officers named in this article shall receive for their services a salary to be established by law,[1] which shall not be increased or diminished during their official terms, and forbids the taking of other fees, costs, perquisites of office, or other compensation.

ARTICLE VIII.—*Education.*

SEC. 1. The general assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common-school-education.

SEC. 2. All lands, moneys, or other property donated, granted, or received for school, college, seminary, or university purposes, and the proceeds thereof, shall be faithfully applied to the objects for which such gifts or grants were made.

SEC. 3. Neither the general assembly nor any county, city, town, township, school-district, or other public corporation, shall ever make any appropriation or pay from any public fund whatever, anything in aid of any church or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution, controlled by any church or sectarian denomination whatever; nor shall any grant or donation of land, money, or other personal property ever be made by the State or any such corporation, to any church, or for any sectarian purpose.

SEC. 4. No teacher, State, county, township, or district school-officer shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used, or to be used, in any school in this State, with which such officer or teacher may be connected, under such penalties as may be provided by the general assembly.

SEC. 5. There may be a county-superintendent of schools in each county, whose qualifications, powers, duties, compensation, and time and manner of election, and term of office shall be prescribed by law.[2]

ARTICLE IX.—*Revenue.*

SEC. 3. The property of the State, counties, and other municipal corporations, both real and personal, and such other property as may be used exclusively for * * * for school * * * purposes, may be exempted from taxation; but such exemption shall be only by general law.

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[1] Salary paid superintendent of public instruction, $3,500.

[2] The school law of 1871 provides for the election in 1873, and every four years thereafter, of a county superintendent of schools, as authorized by the above constitutional provision.

Section 12 forbids county, city, township, school district, or other municipal corporations from becoming indebted more than 5 per cent on the value of taxable property therein, and further provides as follows:

Any county, city, school-district, or other municipal corporation, incurring any indebtedness as aforesaid, shall, before or at the time of doing so, provide for the collection of a direct annual tax sufficient to pay the interest on such debt, as it falls due, and also to pay and discharge the principal thereof within twenty years from the time of contracting the same.

This section shall not be construed to prevent any county, city, township, school district, or other municipal corporation from issuing their bonds in compliance with any vote of the people which may have been had prior to the adoption of this constitution in pursuance of any law providing therefor.

CONSTITUTION OF WEST VIRGINIA, AUGUST 22, 1872.

ARTICLE VII.—*Executive department.*

SEC. 1. The executive department shall consist of a * * *, State-superintendent of free schools, * * *. Their terms of office, respectively, shall be four years, and shall commence on the fourth day of March next after their election. They shall * * * reside at the seat of government during their terms of office, and keep there the public records, books, and papers pertaining to their respective offices, and shall perform such duties as may be prescribed by law.

SEC. 2. An election for * * *, State-superintendent of free schools, * * * shall be held at such times and places as may be prescribed in this constitution or by general law.

* * * * * * *

SEC. 4. Neither * * *, State-superintendent of free schools, * * * shall hold any other office during the term of his service.

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SEC. 17. If the office of * * *, State-superintendent of free schools, * * * shall become vacant by death, resignation, or otherwise, it shall be the duty of the governor to fill the same by appointment, and the appointee shall hold his office until his successor shall be elected and qualified in such manner as may be provided by law. The subordinate officers of the executive department, and the officers of all public institutions of the State, shall keep an account of all moneys received or disbursed by them, respectively, from all sources, and for every service performed, and make a semi-annual report thereof to the governor, under oath or affirmation; and any officer who shall willfully make a false report shall be deemed guilty of perjury.

SEC. 18. The subordinate officers of the executive department, and the officers of all the public institutions of the State, shall, at least ten days preceding each regular session of the legislature, severally report to the governor, who shall transmit such report to the legislature; and the governor may at any time require information in writing, under oath, from the officers of his department, and all officers and managers of State-institutions, upon any subject relating to the condition, management, and expenses of their respective offices.

SEC. 19. * * * The State-superintendent of free schools [shall receive] fifteen hundred [dollars;] * * * and no additional emolument or allowance, except as herein otherwise provided, shall be paid or made out of the treasury of the State to any of the foregoing executive officers on any account.

ARTICLE X.—*Taxation and finance.*

SEC. 1. * * * Property used for educational, literary, scientific, religious, or charitable purposes, * * * may, by law, be exempted from taxation.

SEC. 2. The legislature shall levy an annual capitation tax of one dollar upon each male inhabitant of the State, who has attained the age of twenty-one years, which shall be annually appropriated to the support of free schools. Persons afflicted with bodily infirmity may be exempted from this tax.

SEC. 7. County-authorities shall never assess taxes in any one year the aggregate of which shall exceed 95 cents per one hundred dollars valuation, except for the support of free schools. * * *

ARTICLE XII.—*Education.*

SEC. 1. The legislature shall provide by general law for a thorough and efficient system of free schools.

SEC. 2. The State-superintendent of free schools shall have a general supervision of free schools, and perform such other duties in relation thereto as may be prescribed by law. If in the performance of any such duty imposed upon him by the legislature he shall incur any expenses, he shall be re-imbursed therefor: *Provided,* The amount does not exceed five hundred dollars in any one year.

SEC. 3. The legislature may provide for county-superintendents and such other officers as may be necessary to carry out the objects of this article, and define their duties, powers, and compensation.

SEC. 4. The existing permanent and invested school-fund, and all money accruing to this State from forfeited, delinquent, waste, and unappropriated lands, and from lands heretofore sold for taxes, and purchased by the State of Virginia, if hereafter redeemed, or sold to others than this State; all grants, devises, or bequests that may be made to this State for the purposes of education, or where the purposes of such grants, devises, or bequests are not specified; this State's just share of the literary fund of Virginia, whether paid over or otherwise liquidated; and any sums of money, stocks, or property which this State shall have the right to claim from the State of Virginia for educational purposes; the proceeds of the estates of persons who may die without leaving a will or heir, and of all escheated lands; the proceeds of any taxes that may be levied on the revenues of any corporation; all moneys that may be paid as an equivalent for exemption from military duty; and such sums as may from time to time, be appropriated by the legislature for the purpose, shall be set apart as a separate fund, to be called the "school-fund," and invested, under such regulations as may be prescribed by law, in the interest-bearing securities of the United States or of this State; or if such interest-bearing securities cannot be obtained, then said "school-fund" shall be invested in such other solvent interest-bearing securities as shall be approved by the governor, superintendent of free schools, auditor, and treasurer, who are hereby constituted the "board of the school-fund," to manage the same, under such regulations as may be prescribed by law; and the interest thereof shall be annually applied to the support of free schools throughout the State, and to no other purpose whatever. But any portion of said interest remaining unexpended at the close of a fiscal year shall be added to and remain a part of the capital of the "school-fund:" *Provided,* That all taxes which shall be received by the State upon delinquent lands, except the taxes due to the State thereon, shall be refunded to the county or district by or for which the same were levied.

SEC. 5. The legislature shall provide for the support of free schools by appropriating thereto the interest of the invested "school-fund," the net proceeds of all forfeitures and fines accruing to this State under the laws thereof; the State-capitation-tax; and by general taxation on persons and property, or otherwise. It shall also provide for raising in each county or district, by the authority of the people thereof,

such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws.

SEC. 6. The school-districts into which any county is now divided shall continue until changed in pursuance of law.

SEC. 7. All levies that may be laid by any county or district for the purpose of free schools shall be reported to the clerk of the county-court, and shall, under such regulations as may be prescribed by law, be collected by the sheriff, or other collector, who shall make annual settlement with the county-court, which settlements shall be made a matter of record by the clerk thereof, in a book to be kept for that purpose.

SEC. 8. White and colored persons shall not be taught in the same school.

SEC. 9. No person connected with the free-school-system of the State, or with any educational institution of any name or grade under State-control, shall be interested in the sale, proceeds, or profits of any book or other thing used or to be used therein, under such penalties as may be prescribed by law: *Provided*, That nothing herein shall be construed to apply to any work written or thing invented by such person.

SEC. 10. No independent free-school-district or organization shall hereafter be created, except with the consent of the school-district or districts out of which the same is to be created, expressed by a majority of the voters voting on the question.

SEC. 11. No appropriation shall hereafter be made to any State normal school, or branch thereof, except to those already established and in operation or now chartered.

SEC. 12. The legislature shall foster and encourage moral, intellectual, scientific, and agricultural improvement; it shall, whenever it may be practicable, make suitable provision for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of the general education in the State may demand.

CONSTITUTION OF PENNSYLVANIA, DECEMBER 16, 1873.

ARTICLE III.—*Legislation.*

SEC. 7. The general assembly shall not pass any local or special law * * * regulating the affairs of, * * * or school-districts, * * * changing township-lines, borough-limits, or school-districts; creating offices, or prescribing the powers and duties of officers * * * or school-districts; * * * regulating the management of public schools, the building or repairing of school-houses, and the raising of money for such purposes. * * *

ARTICLE IV.—*The executive.*

SEC. 1. The executive department of this Commonwealth shall consist of a * * * and a superintendent of public instruction.[1]

SEC. 20. The superintendent of public instruction shall exercise all the powers and perform all the duties of the superintendent of common schools, subject to such changes as shall be made by law.

ARTICLE X.—*Education.*

SEC. 1. The general assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose.

SEC. 2. No money raised for the support of the public schools of the Commonwealth shall be appropriated to or used for the support of any sectarian school.

SEC. 3. Women twenty-one years of age and upwards shall be eligible to any office of control or management under the school-laws of this State.

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[1]By section 8 of this article the office of superintendent of public instruction is required to be filled, for terms of four years, upon nomination of the governor and with the advice and consent of two-thirds of all the members of the senate. Vacancies in this office are to be filled by the governor during the recess of the senate, but during their next session he must nominate a candidate for their confirmation or rejection. Executive sessions are held with open doors.—H.

CONSTITUTION OF ARKANSAS, 1874.

ART. V, SEC. 31. No State tax shall be allowed, or appropriation of money made, except to raise means for the payment of the just debts of the State, for defraying the necessary expenses of government, to sustain common schools, to repel invasion and suppress insurrection, except by a majority of two-thirds of both houses of the General Assembly.

ART. VI, SEC. 21. The Secretary of State shall keep a full and accurate record of all the official acts and proceedings of the Governor; and, when required, lay the same with all papers, minutes and vouchers relating thereto, before either branch of the General Assembly. He shall also discharge the duties of Superintendent of Public Instruction, until otherwise provided by law.

ART. XIV, SEC. 1. Intelligence and virtue being the safeguards of liberty, and the bulwark of a free and good government, the State shall ever maintain a general, suitable and efficient system of free schools, whereby all persons in the State, between the ages of six and twenty-one years, may receive gratuitous instruction.

SEC. 2. No money or property belonging to the public school fund, or to this State, for the benefit of schools or universities, shall ever be used for any other than for the respective purposes to which it belongs.

SEC. 3. The General Assembly shall provide, by general laws, for the support of Common Schools by taxes, which shall never exceed in any one year two mills on the dollar on the taxable property of the State; and by an annual *per capita* tax of one dollar, to be assessed on every male inhabitant of this State over the age of twenty-one years: *Provided*, The General Assembly may, by general law, authorize school districts to levy, by a vote of the qualified electors of such district, a tax not to exceed five mills on the dollar in any one year for school purposes: *Provided further*, That no such tax shall be appropriated to any other purpose, nor to any other district than that for which it was levied.

SEC. 4. The supervision of public schools, and the execution of the laws regulating the same, shall be vested in and confided to such officers as may be provided by the General Assembly.

ART. XVI, SEC. 5. All property subject to taxation shall be taxed according to its value, that value to be ascertained in such manner as the General Assembly shall direct, making the same equal and uniform throughout the State * * * : *Provided further*, That the following property shall be exempt from taxation: Public property used exclusively for public purposes; churches, used as such; cemeteries, used exclusively as such; school buildings and apparatus; libraries and grounds used exclusively for school purposes; and buildings and grounds and materials used exclusively for public charity.

CONSTITUTION OF ALABAMA, 1875.

ART. V. (*Executive Department.*) 1. The Executive Department shall consist of a Governor, Secretary of State, State Treasurer, State Auditor, Attorney-General, and Superintendent of Education, and a Sheriff for each county.

ART. XI. (*Taxation.*) 8. At the first session of the General Assembly after the ratification of this Constitution, the salaries of the following officers shall be reduced at least twenty-five percentum, viz: Governor, Secretary of State, State Auditor, State Treasurer, Attorney-General, Superintendent of Education, Judges of the Supreme and Circuit Courts, and Chancellors; and after said reduction the General Assembly shall not have the power to increase the same except by a vote of a majority of all the members elected to each House, taken by yeas and nays, and entered on the journals; *Provided*, this section shall not apply to any of said officers now in office.

ART. XIII. (*Education.*) 1. The General Assembly shall establish, organize and maintain a system of public schools throughout the State for the equal benefit of

the children thereof, between the ages of seven and twenty-one years; but separate schools shall be provided for the children of citizens of African descent.

2. The principal of all funds arising from the sale or other disposition of lands or other property, which has been or may hereafter be granted or entrusted to this State, or given by the United States for educational purposes, shall be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

3. All lands or other property given by individuals, or appropriated by the State for educational purposes, and all estates of deceased persons, who die without leaving a will or heir, shall be faithfully applied to the maintenance of the public schools.

4. The General Assembly shall also provide for the levying and collection of an annual poll tax, not to exceed one dollar and fifty cents on each poll, which shall be applied to the support of the public schools in the counties in which it is levied and collected.

5. The income arising from the sixteenth section trust fund, the surplus revenue fund, until it is called for by the United States government, and the funds enumerated in sections three and four of this article, with such other moneys, to be not less than one hundred thousand dollars per annum, as the General Assembly shall provide by taxation or otherwise, shall be applied to the support and maintenance of the public schools, and it shall be the duty of the General Assembly to increase, from time to time, the public school fund, as the condition of the Treasury and the resources of the State will admit.

6. Not more than four per cent. of all moneys raised, or which may hereafter be appropriated for the support of public schools, shall be used or expended otherwise than for the payment of teachers, employed in such schools; *Provided*, that the General Assembly may, by a vote of two-thirds of each House, suspend the operation of this section.

7. The supervision of the public schools shall be vested in a Superintendent of Education, whose powers, duties, term of office and compensation shall be fixed by law. The Superintendent of Education shall be elected by the qualified voters of the State in such manner and at such time as shall be provided by law.

8. No money raised for the support of the public schools of the State, shall be appropriated to or used for the support of any sectarian or denominational school.

9. The State University and the Agricultural and Mechanical College shall each be under the management and control of a Board of Trustees. The Board of the University shall consist of two members from the congressional district in which the University is located, and one from each of the other congressional districts in the State. The Board for the Agricultural and Mechanical College shall consist of two members from the congressional district in which the College is located, and one from each of the other congressional districts in the State. Said Trustees shall be appointed by the Governor, by and with the advice and consent of the Senate, and shall hold office for a term of six years, and until their successors shall be appointed and qualified. After the first appointment each Board shall be divided into three classes, as nearly equal as may be. The seats of the first class shall be vacated at the expiration of two years, and those of the second class in four years, and those of the third class at the end of six years from the date of appointment, so that one-third may be chosen biennially. No Trustee shall receive any pay or emolument other than his actual expenses incurred in the discharge of his duties as such.

The Governor shall be *ex-officio* President and the Superintendent of Education *ex-officio* a member of each of said Boards of Trustees.

10. The General Assembly shall have no power to change the location of the State University or the Agricultural and Mechanical College as now established by law, except upon a vote of two-thirds of the General Assembly, taken by yeas and nays and entered upon the journals.

11. The provisions of this article and of any act of the General Assembly passed in pursuance thereof to establish, organize and maintain a system of public schools throughout the State, shall apply to Mobile county only so far as to authorize and require the authorities designated by law to draw the portion of the funds to which said county shall be entitled for school purposes, and to make reports to the Superintendent of Education as may be prescribed by law. And all special incomes and powers of taxation, as now authorized by law for the benefit of public schools in said county, shall remain undisturbed until otherwise provided by the General Assembly; *Provided*, That separate schools for each race shall always be maintained by said school authorities.

CONSTITUTION OF NEBRASKA, OCTOBER 12, 1875.

ARTICLE VIII.—*Education.*

SEC. 1. The governor, secretary of state, treasurer, attorney-general, and commissioner of public lands and buildings, shall, under the direction of the legislature, constitute a board of commissioners for the sale, leasing, and general management of all lands and funds set apart for educational purposes, and for the investment of school funds in such manner as may be prescribed by law.

SEC. 2. All lands, money, or other property granted or bequeathed or in any manner conveyed to this State for educational purposes, shall be used and expended in accordance with the terms of such grant, bequest, or conveyance.

SEC. 3. The following are hereby declared to be perpetual funds for common-school purposes, of which the annual interest or income only can be appropriated, to wit:

First. Such per centum as has been or may hereafter be granted by Congress on the sale of lands in this State.

Second. All moneys arising from the sale or leasing of sections number sixteen and thirty-six in each township in this State, and the lands selected or that may be selected in lieu thereof.

Third. The proceeds of all lands that have been or may hereafter be granted to this State, where, by the terms and conditions of such grant, the same are not to be otherwise appropriated.

Fourth. The net proceeds of lands and other property and effects that may come to the State, by escheat or forfeiture, or from unclaimed dividends, or distributive shares of the estates of deceased persons.

Fifth. All moneys, stocks, bonds, lands, and other property now belonging to the common-school fund.

SEC. 4. All other grants, gifts, and devises that have been or may hereafter be made to this State, and not otherwise appropriated by the terms of the grant, gift, or devise; the interest arising from all the funds mentioned in the preceding section, together with all the rents of the unsold school-lands, and such other means as the legislature may provide, shall be exclusively applied to the support and maintenance of common schools in each school-district in the State.

SEC. 5. All fines, penalties, license-moneys arising under the general laws of the State shall belong and be paid over to the counties respectively where the same may be levied or imposed; and all fines, penalties, and license-moneys arising under the rules, by-laws, or ordinances of cities, villages, towns, precincts, or other municipal subdivisions less than a county shall belong and be paid over to the same respectively. All such fines, penalties, license-moneys shall be appropriated exclusively to the use and support of common schools in the respective subdivisions where the same may accrue.

SEC. 6. The legislature shall provide for the free instruction in the common schools of this State of all persons between the ages of five and twenty-one years.

SEC. 7. Provisions shall be made by general law for an equitable distribution of the income of the fund set apart for the support of the common schools, among the

several school-districts of the State; and no appropriation shall be made from said fund to any district for the year in which school is not maintained at least three months.

SEC. 8. University, agricultural-college, common-school, or other lands which are now held, or may hereafter be acquired by the State for educational purposes, shall not be sold for less than seven dollars per acre, nor less than the appraised value.

SEC. 9. All funds belonging to the State for educational purposes the interest and income whereof only are to be used, shall be deemed trust-funds held by the State, and the State shall supply all losses thereof that may in any manner accrue, so that the same shall remain forever inviolate and undiminished; and shall not be invested or loaned except on United States or State securities, or registered county bonds of this State; and such funds, with the interest and income thereof, are hereby solemnly pledged for the purposes for which they are granted and set apart, and shall not be transferred to any other fund for other uses.

SEC. 10. The general government of the University of Nebraska shall, under the direction of the legislature, be vested in a board of six regents, to be styled the board of regents of the University of Nebraska, who shall be elected by the electors of the State at large, and their term of office, except those chosen at the first election, as hereinafter provided, shall be six years. Their duties and powers shall be prescribed by law; and they shall receive no compensation but may be re-imbursed their actual expenses incurred in the discharge of their duties.

SEC. 11. No sectarian instruction shall be allowed in any school or institution supported in whole or in part by the public funds set apart for educational purposes; nor shall the State accept any grant, conveyance, or bequest of money, lands, or other property, to be used for sectarian purposes.

SEC. 12. The legislature may provide by law for the establishment of a school or schools for the safe-keeping, education, employment, and reformation of all children under the age of sixteen years, who, for want of proper parental care, or other cause, are growing up in mendicancy or crime.

CONSTITUTION OF MISSOURI, OCTOBER 30, 1875.

ARTICLE IV.—*Legislative Department.*

SEC. 43. All revenue collected and moneys received by the State from any source whatsoever, shall go into the Treasury, and the General Assembly shall have no power to divert the same, or to permit money to be drawn from the Treasury, except in pursuance of regular appropriations made by law. All appropriations of money by the successive General Assemblies shall be made in the following order:

First. For the payment of all interest upon the bonded debt of the State that may become due during the term for which each General Assembly is elected.

Second. For the benefit of the sinking fund, which shall not be less annually than two hundred and fifty thousand dollars.

Third. For free public school purposes.

ARTICLE V.—*Executive Department.*

SEC. 1. The Executive department shall consist of a Governor, Lieutenant Governor, Secretary of State, State Auditor, State Treasurer, Attorney General and Superintendent of Public Schools, all of whom, except the Lieutenant Governor, shall reside at the Seat of Government during their term of office, and keep the public records, books and papers there, and shall perform such duties as may be prescribed by law.

SEC. 2. The term of office of the Governor, Lieutenant Governor, Secretary of State, State Auditor, State Treasurer, Attorney General and Superintendent of Public Schools, shall be four years from the second Monday of January next after their election, and until their successors are elected and qualified; and the Governor and State

Treasurer shall be ineligible to reelection as their own successors. At the general election to be held in the year one thousand eight hundred and seventy-six, and every four years thereafter all of such officers, except the Superintendent of Public Schools, shall be elected; and the Superintendent of Public Schools shall be elected at the general election in the year one thousand eight hundred and seventy-eight, and every four years thereafter.

SEC. 19. No person shall be eligible to the office of Secretary of State, State Auditor, State Treasurer, Attorney General, or Superintendent of Public Schools, unless he be a male citizen of the United States and at least twenty-five years old, and shall have resided in this State at least five years next before his election.

SEC. 25. Contested elections of Governor and Lieutenant Governor shall be decided by a joint vote of both Houses of the General Assembly, in such manner as may be provided by law; and contested elections of Secretary of State, State Auditor, State Treasurer, Attorney General and Superintendent of Public Schools shall be decided before such tribunal and in such manner as may be provided by law.

ARTICLE X.—*Revenue and taxation.*

SEC. 6. The property, real and personal, of the State, counties and other municipal corporations, and cemeteries, shall be exempt from taxation. Lots in incorporated cities or towns, or within one mile of the limits of any such city or town, to the extent of one acre, and lots one mile or more distant from such cities or towns, to the extent of five acres, with the buildings thereon, may be exempted from taxation when the same are used exclusively for religious worship, for schools, or for purposes purely charitable; also, such property, real or personal, as may be used exclusively for Agricultural or Horticultural Societies: *Provided*, That such exemptions shall be only by general law.

SEC. 11. Taxes for county, city, town and school purposes, may be levied on all subjects and objects of taxation; but the valuation of property therefor shall not exceed the valuation of the same property in such town, city or school district for State and county purposes. * * * For school purposes in districts, the annual rate on property shall not exceed forty cents on the hundred dollars valuation: *Provided*, The aforesaid annual rates for school purposes may be increased in districts formed of cities and towns, to an amount not to exceed one dollar on the hundred dollars valuation; and in other districts to an amount not to exceed sixty-five cents on the hundred dollars valuation, on the condition that a majority of the voters who are tax payers, voting at an election held to decide the question, vote for said increase. For the purpose of erecting public buildings in counties, cities or school districts, the rates of taxation herein limited may be increased when the rate of such increase and the purpose for which it is intended shall have been submitted to a vote of the people, and two-thirds of the qualified voters of such county, city, or school district, voting at such election shall vote therefor. * * *

SEC. 12. No county, city, town, township, school district or other political corporation or subdivision of the State, shall be allowed to become indebted in any manner or for any purpose to an amount exceeding in any year the income and revenue provided for such year, without the assent of two-thirds of the voters thereof voting at an election to be held for that purpose; * * * *And provided further*, That any county, city, town, township, school district, or other political corporation, or subdivision of the State, incurring any indebtedness, requiring the assent of the voters as aforesaid, shall, before or at the time of doing so, provide for the collection of an annual tax sufficient to pay the interest on such indebtedness as it falls due, and also to constitute a sinking fund for payment of the principal thereof, within twenty years from the time of contracting the same.

SEC. 21. No corporation, company or association, other than those formed for benevolent, religious, scientific or educational purposes, shall be created or organ-

ized under the laws of this State, unless the persons named as corporators shall, at or before the filing of the articles of association or corporation, pay into the State Treasury fifty dollars, * * *

ARTICLE XI.—*Education.*

SEC. 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years.

SEC. 2. The income of all the funds provided by the State for the support of free public schools, shall be paid annually to the several county treasurers, to be disbursed according to law; but no school district, in which a free public school has not been maintained at least three months during the year for which the distribution is made, shall be entitled to receive any portion of such funds.

SEC. 3. Separate free public schools shall be established for the education of children of African descent.

SEC. 4. The supervision of instruction in the public schools shall be vested in a "Board of Education," whose powers and duties shall be prescribed by law. The Superintendent of Public Schools shall be President of the Board. The Governor, Secretary of State and Attorney General shall be *ex officio* members, and with the Superintendent, compose said Board of Education.

SEC. 5. The General Assembly shall, whenever the Public School Fund will permit, and the actual necessity of the same may require, aid and maintain the State University now established with its present departments. The government of the State University shall be vested in a Board of Curators, to consist of nine members, to be appointed by the Governor, by and with the advice and consent of the Senate.

SEC. 6. The proceeds of all lands that have been, or hereafter may be granted by the United States to this State, and not otherwise appropriated by this State or the United States; also, all moneys, stocks, bonds, lands and other property now belonging to any State fund for purposes of education; also, the net proceeds of all sales of lands and other property and effects that may accrue to the State by escheat, from unclaimed dividends and distributive shares of the estates of deceased persons; also, any proceeds of the sales of the public lands which may have been or hereafter may be paid over to this State, (if congress will consent to such appropriation); also, all other grants, gifts or devises that have been, or hereafter may be made to this State, and not otherwise appropriated by the State or the terms of the grant, gift or devise, shall be paid into the State Treasury, and securely invested and sacredly preserved as a Public School Fund; the annual income of which fund, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining the free public schools and the State University in this article provided for, and for no other uses or purposes whatsoever.

SEC. 7. In case the Public School Fund now provided and set apart by law, for the support of free public schools, shall be insufficient to sustain a free school at least four months in every year in each school district in the State, the General Assembly may provide for such deficiency in accordance with section eleven of the Article on Revenue and Taxation; but in no case shall there be set apart less than twenty-five per cent. of the State revenue, exclusive of the Interest and Sinking Fund, to be applied annually to the support of the public schools.

SEC. 8. All moneys, stocks, bonds, lands and other property belonging to a county school fund; also, the net proceeds from the sale of estrays; also, the clear proceeds of all penalties and forfeitures, and all fines collected in the several counties for any breach of the penal or military laws of the State, and all moneys which shall be paid by persons as an equivalent for exemption from military duty, shall belong to and be securely invested, and sacredly preserved in the several counties, as a county

public school fund; the income of which fund shall be faithfully appropriated for establishing and maintaining free public schools in the several counties of this State.

SEC. 9. No part of the Public School Fund of the State shall ever be invested in the stock or bonds, or other obligations of any other State, or of any county, city, town or corporation; and the proceeds of the sales of any lands or other property which now belong, or may hereafter belong to said school fund, shall be invested in the bonds of the State of Missouri, or of the United States.

SEC. 10. All county school funds shall be loaned only upon unincumbered real estate security, of double the value of the loan, with personal security in addition thereto.

SEC. 11. Neither the General Assembly, nor any county, city, town, township, school district or other municipal corporation, shall ever make an appropriation, or pay from any public fund whatever, anything in aid of any religious creed, church or sectarian purpose; or to help to support or sustain any private or public school, academy, seminary, college, university or other institution of learning, controlled by any religious creed, church or sectarian denomination whatever; nor shall any grant or donation of personal property or real estate ever be made by the State, or any county, city, town or other municipal corporation, for any religious creed, church or sectarian purpose whatever.

CONSTITUTION OF TEXAS, ADOPTED FEBRUARY, 1876.

ARTICLE III.—*Legal Department.*

SEC. 48. The Legislature shall not have the right to levy taxes or impose burdens upon the people, except to raise revenue sufficient for the economical administration of the government, in which may be included the following purposes: * * *

The support of public schools, in which shall be included colleges and universities established by the State; and the maintenance and support of the Agricultural and Mechanical College of Texas.

SEC. 56. The Legislature shall not, except as otherwise provided in this Constitution, pass any local or special law, authorizing: * * *

Regulating the affairs of counties, cities, towns, wards or school districts. * * *

Regulating the management of public schools, the building or repairing of school houses, and the raising of money for such purposes. * * *

ARTICLE VII.—*Education—The Public Free Schools.*

SEC. 1. The general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.

SEC. 2. All funds, lands and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads, or other corporations, of any nature whatsoever; one-half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a perpetual public school fund.

SEC. 3. There shall be set apart annually not more than one-fourth of the general revenue of the State, and a poll tax of one dollar on all male inhabitants in this State between the ages of twenty-one and sixty years, for the benefit of the public free schools.

SEC. 4. The lands herein set apart to the public free school fund shall be sold under such regulations, at such times and on such terms as may be prescribed by law; and the Legislature shall not have power to grant any relief to the purchasers thereof.

The controller shall invest the proceeds of such sales, and of those heretofore made, as may be directed by the Board of Education herein provided for, in the bonds of this State, if the same can be obtained, otherwise in United States bonds; and the United States bonds now belonging to said fund shall likewise be invested in State bonds, if the same can be obtained on terms advantageous to the school fund.

SEC. 5. The principal of all bonds and other funds, and the principal arising from the sale of the lands hereinbefore set apart to said school fund, shall be the permanent school fund; and all the interest derivable therefrom and the taxes herein authorized and levied shall be the available school fund, which shall be applied annually to the support of the public free schools. And no law shall ever be enacted appropriating any part of the permanent or available school fund to any other purpose whatever, nor shall the same or any part thereof ever be appropriated to or used for the support of any sectarian school; and the available school fund herein provided shall be distributed to the several counties according to their scholastic population and applied in manner as may be provided by law.

SEC. 6. All lands heretofore or hereafter granted to the several counties of this State for education, or schools, are of right the property of said counties respectively to which they are granted, and title thereto is vested in said counties, and no adverse possession or limitation shall ever be available against the title of any county. Each county may sell or dispose of its lands in whole or in part, in manner to be provided by the Commissioners' Court of the county. Actual settlers residing on said lands shall be protected in the prior right of purchasing the same to the extent of their settlement, not to exceed one hundred and sixty acres, at the price fixed by said court, which price shall not include the value of existing improvements made thereon by such settlers. Said lands and the proceeds thereof, when sold, shall be held by said counties alone as a trust for the benefit of public schools therein; said proceeds to be invested in bonds of the State of Texas, or of the United States, and only the interest thereon to be used and expended annually.

SEC. 7. Separate schools shall be provided for the white and colored children, and impartial provision shall be made for both.

SEC. 8. The Governor, comptroller and secretary of state shall constitute a Board of Education, who shall distribute said funds to the several counties and perform such other duties concerning public schools as may be prescribed by law.

* * * * * * *

SEC. 10. The Legislature shall, as soon as practicable, establish, organize and provide for the maintenance, support and direction of a university of the first class, to be located by a vote of the people of this State, and styled "The University of Texas," for the promotion of literature, and the arts and sciences, including an agricultural and mechanical department.

SEC. 11. In order to enable the Legislature to perform the duties set forth in the foregoing section, it is hereby declared that all lands and other property heretofore set apart and appropriated for the establishment and maintenance of "The University of Texas," together with all the proceeds of sales of the same, heretofore made or hereafter to be made, and all grants, donations and appropriations that may hereafter be made by the State of Texas, or from any other source, shall constitute and become a permanent university fund. And the same as realized and received into the treasury of the State (together with such sums, belonging to the fund, as may now be in the treasury), shall be invested in bonds of the State of Texas, if the same can be obtained; if not, then in United States bonds, and the interest accruing thereon shall be subject to appropriation by the Legislature to accomplish the purpose declared in the foregoing section; *provided*, that one-tenth of the alternate sections of the lands granted to railroads, reserved by the State, which are set apart and appropriated to the establishment of "The University of Texas," by an act of the Legislature of February 11, 1858, entitled "An Act to establish 'The University of Texas,'" shall not be included in or constitute a part of the permanent university fund.

SEC. 12. The land herein set apart to the University fund shall be sold under such regulations, at such times, and on such terms, as may be provided by law; and the Legislature shall provide for the prompt collection, at maturity, of all debts due on account of University lands, heretofore sold, or that may hereafter be sold, and shall in neither event have the power to grant relief to the purchasers.

SEC. 13. The Agricultural and Mechanical College of Texas, established by an act of the Legislature, passed April 17, 1871, located in the county of Brazos, is hereby made, and constituted a branch of the University of Texas, for instruction in agriculture, the mechanic arts and the natural sciences connected therewith. And the Legislature shall, at its next session, make an appropriation, not to exceed forty thousand dollars, for the construction and completion of the buildings and improvements, and for providing the furniture necessary to put said college in immediate and successful operation.

SEC. 14. The Legislature shall also when deemed practicable, establish and provide for the maintenance of a College or Branch University for the instruction of colored youths of the State, to be located by a vote of the people; *provided*, that no tax shall be levied, and no money appropriated out of the general revenue, either for this purpose or for the establishment and erection of the buildings of the University of Texas.

SEC. 15. In addition to the lands heretofore granted to the University of Texas, there is hereby set apart, and appropriated, for the endowment, maintenance and support of said University and its branches, one million acres of the unappropriated public domain of the State, to be designated and surveyed as may be provided by law; and said lands shall be sold under the same regulations, and the proceeds invested in the same manner as is provided for the sale and investment of the permanent University fund; and the Legislature shall not have power to grant any relief to the purchasers of said lands.

ART. VIII, SEC. 2. All occupation taxes shall be equal and uniform upon the same class of subjects within the limits of the authority levying the tax; but the Legislature may, by general law, exempt from taxation public property used for public purposes; actual places of religious worship; places of burial not held for private or corporate profit; all buildings used exclusively and owned by persons or associations of persons for school purposes, (and the necessary furniture of all schools,) and institutions of purely public charity; and all laws exempting property from taxation other than the property above mentioned, shall be void.

CONSTITUTION OF TEXAS AS AMENDED SEPTEMBER 25, 1883.

ART. VII, SEC. 2. All funds, lands and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the state out of grants heretofore made or that may hereafter be made to railroads, or other corporations, of any nature whatever; one-half of the public domain of this state; and all sums of money that may come to the state from the sale of any portion of the same, shall constitute a perpetual public school fund.

3. One-fourth of the revenue derived from the state occupation taxes, and a poll tax of one dollar on every male inhabitant of this state between the ages of twenty-one and sixty years, shall be set apart annually for the benefit of public free schools, and, in addition thereto, there shall be levied and collected an annual ad valorem state tax of such an amount, not to exceed twenty cents on the one hundred dollars valuation, as, with the available school fund arising from all other sources, will be sufficient to maintain and support the public free schools of this state for a period of not less than six months in each year; and the legislature may also provide for the formation of school districts within all or any of the counties of this state by general or special law, without the local notice required in other cases of special legislation, and may authorize an additional annual ad valorem tax to be levied and collected within such school districts for the further maintenance of public free

schools and the erection of school buildings therein: *Provided*, That two-thirds of the qualified property tax paying voters of the district, voting at an election to be held for that purpose, shall vote such tax, not to exceed in any one year twenty cents on the hundred dollars valuation of the property subject to taxation in such district, but the limitation upon the amount of district tax herein authorized shall not apply to incorporated cities or towns constituting separate and independent school districts.

4. The lands herein set apart to the public free school fund shall be sold under such regulations, at such times, and on such terms as may be prescribed by law; and the legislature shall not have power to grant any relief to purchasers thereof. The comptroller shall invest the proceeds of such sales, and of those heretofore made, as may be directed by the board of education herein provided for, in the bonds of the United States, the state of Texas, or counties in said state, or in such other securities, and under such restrictions as may be prescribed by law; and the state shall be responsible for all investments.

6. All lands heretofore or hereafter granted to the several counties of this state for educational purposes, are of right the property of said counties respectively to which they were granted, and title thereto is vested in said counties, and no adverse possession or limitation shall ever be available against the title of any county. Each county may sell or dispose of its lands in whole or in part, in manner to be provided by the commissioners' court of the county. Actual settlers residing on said lands shall be protected in the prior right of purchasing the same to the extent of their settlement, not to exceed one hundred and sixty acres, at the price fixed by said court, which price shall not include the value of existing improvements made thereon by such settlers. Said lands, and the proceeds thereof, when sold, shall be held by said counties alone as a trust for the benefit of public schools therein; said proceeds to be invested in bonds of the United States, the state of Texas, or counties in said state, or in such other securities, and under such restrictions as may be prescribed by law; and the counties shall be responsible for all investments; the interest thereon and other revenue, except the principal, shall be the available fund. * * *

CONSTITUTION OF TEXAS AS AMENDED SEPTEMBER 22, 1891.

ART. VII, SEC. 5. The principal of all bonds and other funds, and the principal arising from the sale of the lands hereinbefore set apart to said school fund, shall be the permanent school fund; and all the interest derivable therefrom and the taxes herein authorized and levied shall be the available school fund, to which the legislature may add not exceeding one per cent annually of the total value of the permanent school fund; such value to be ascertained by the board of education until otherwise provided by law; and the available school fund shall be applied annually to the support of the public free schools, and no law shall ever be enacted appropriating any part of the permanent or available school fund to any other purpose whatever, nor shall the same or any part thereof ever be appropriated to or used for the support of any sectarian schools; and the available school fund herein provided shall be distributed to the several counties, according to their scholastic population, and applied in manner as may be provided by law.

CONSTITUTION OF COLORADO, AUGUST 1, 1876.

ARTICLE VIII.—*State Institutions.*

SEC. 1. Educational, reformatory, and penal institutions, and those for the benefit of the insane, blind, deaf and mute, and such other institution as the public good may require, shall be established and supported by the State, in such manner as may be prescribed by law. * * *

SEC. 5. The following territorial institutions, to wit, The University at Boulder, the Agricultural College at Fort Collins, the School of Mines at Golden, the Institu-

tion for the Education of Mutes at Colorado Springs, shall, upon the adoption of this constitution, become institutions of the State of Colorado, and the management thereof subject to the control of the State, under such laws and regulations as the general assembly shall provide; and the location of said institutions, as well as all gifts, grants, and appropriations of money and property, real and personal, heretofore made to said several institutions, are hereby confirmed to the use and benefit of the same respectively: *Provided*, This section shall not apply to any institution, the property, real or personal, of which is now vested in the trustees thereof, until such property be transferred by proper conveyance, together with the control thereof, to the officers provided for the management of said institution by this constitution or by law.

ARTICLE IX.—*Education.*

SEC. 1. The general supervision of the public schools of the State shall be vested in a board of education, whose powers and duties shall be prescribed by law; the superintendent of public instruction, the secretary of state, and attorney-general shall constitute the board, of which the superintendent of public instruction shall be the president.

SEC. 2. The general assembly shall, as soon as practicable, provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the State wherein all residents of the State between the ages of six and twenty-one years may be educated gratuitously. One or more public schools shall be maintained in each school-district within the State at least three months in each year; any school-district failing to have such school shall not be entitled to receive any portion of the school-fund for that year.

SEC. 3. The public school-fund of the State shall forever remain inviolate and intact; the interest thereon only shall be expended in the maintenance of the schools of the State, and shall be distributed among the several counties and school-districts of the State in such manner as may be prescribed by law. No part of this fund, principal or interest, shall ever be transferred to any other fund, or used or appropriated except as herein provided. The State treasurer shall be the custodian of this fund, and the same shall be securely and profitably invested as may be by law directed. The State shall supply all losses thereof that may in any manner occur.

SEC. 4. Each county treasurer shall collect all school-funds belonging to his county, and the several school-districts therein, and disburse the same to the proper districts upon warrants drawn by the county superintendent, or by the proper district authorities as may be provided by law.

SEC. 5. The public school-fund of the State shall consist of the proceeds of such lands as have heretofore been, or may hereafter be, granted to the State by the General Government for educational purposes; all estates that may escheat to the State; also all other grants, gifts or devises that may be made to this State for educational purposes.

SEC. 6. There shall be a county superintendent of schools in each county whose term of office shall be two years, and whose duties, qualifications, and compensation shall be prescribed by law. He shall be *ex officio* commissioner of lands within his county, and shall discharge the duties of said office under the direction of the State board of land commissioners, as directed by law.

SEC. 7. Neither the general assembly, nor any county, city, town, township, school-district, or other public corporation shall ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian society, or for any sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution controlled by any church or sectarian denomination whatsoever; nor shall any grant or donation of land, money or other personal property ever be made by the State, or any such public corporation, to any church or for any sectarian purpose.

SEC. 8. No religious test or qualification shall ever be required of any person, as a condition of admission into any public educational institution of the State, either as teacher or student; and no teacher or student of any such institution shall ever be required to attend or participate in any religious service whatever. No sectarian tenets or doctrines shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color.

SEC. 9. The governor, superintendent of public instruction, secretary of State, and attorney-general shall constitute the State board of land commissioners, who shall have the direction, control, and disposition of the public lands of the State, under such regulations as may be prescribed by law.

SEC. 10. It shall be the duty of the State board of land commissioners to provide for the location, protection, sale, or other disposition of all the lands heretofore, or which may hereafter be, granted to the State by the General Government, under such regulations as may be prescribed by law, and in such manner as will secure the maximum possible amount therefor. No law shall ever be passed by the general assembly granting any privileges to persons who may have settled upon any such public lands subsequent to the survey thereof by the General Government, by which the amount to be derived by the sale or other disposition of such lands, shall be diminished directly or indirectly. The general assembly shall, at the earliest practicable period, provide by law that the several grants of land made by Congress to the State shall be judiciously located and carefully preserved and held in trust subject to disposal for the use and benefit of the respective objects for which said grants of land were made, and the general assembly shall provide for the sale of said lands from time to time, and for the faithful application of the proceeds thereof in accordance with the terms of said grants.

SEC. 11. The general assembly may require, by law, that every child of sufficient mental and physical ability, shall attend the public school during the period between the ages of six and eighteen years, for a time equivalent to three years, unless educated by other means.

SEC. 12. There shall be elected by the qualified electors of the State, at the first general election under this constitution, six regents of the university, who shall, immediately after their election, be so classified, by lot, that two shall hold their office for the term of two years, two for four years, and two for six years; and every two years after the first election there shall be elected two regents of the university, whose term of office shall be six years. The regents thus elected, and their successors, shall constitute a body-corporate, to be known by the name and style of "The Regents of the University of Colorado".

SEC. 13. The regents of the university shall, at their first meeting, or as soon thereafter as practicable, elect a president of the university, who shall hold his office until removed by the board of regents for cause; he shall be *ex officio* a member of the board, with the privilege of speaking, but not of voting, except in cases of a tie; he shall preside at the meetings of the board, and be the principal executive officer of the university, and a member of the faculty thereof.

SEC. 14. The board of regents shall have the general supervision of the university, and the exclusive control and direction of all the funds of, and appropriations to, the university.

SEC. 15. The general assembly shall, by law, provide for organization of school-districts of convenient size, in each of which shall be established a board of education, to consist of three or more directors, to be elected by the qualified electors of the district. Said directors shall have control of instruction in the public schools of their respective districts.

SEC. 16. Neither the general assembly nor the State board of education shall have power to prescribe text-books to be used in the public schools.

Constitution of North Carolina, 1876.[1]

Article I.—*Declaration of Rights.*

Sec. 27. The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.

Article III.—*Executive Department.*

Sec. 1. The Executive Department shall consist of a Governor, in whom shall be vested the supreme executive power of the State, a Lieutenant Governor, a Secretary of State, an Auditor, a Treasurer, a Superintendent of Public Instruction, and an Attorney General, who shall be elected for a term of four years by the qualified electors of the State, at the same time and places and in the same manner as the members of the General Assembly are elected. Their term of office shall commence on the first day of January next after their election, and continue until their successors are elected and qualified. * * *

Sec. 13 The respective duties of the Secretary of State, Auditor, Treasurer, Superintendent of Public Instruction and Attorney General shall be prescribed by law. If the office of any of said officers shall be vacated by death, resignation or otherwise, it shall be the duty of the Governor to appoint another until the disability be removed or his successor elected and qualified. Every such vacancy shall be filled by election at the first general election that occurs more than thirty days after the vacancy has taken place, and the person chosen shall hold the office for the remainder of the unexpired term fixed in the first section of this Article.

Sec. 14. The Secretary of State, Auditor, Treasurer and Superintendent of Public Instruction, shall constitute *ex officio*, the Council of State who shall advise the Governor in the execution of his office, and three of whom shall constitute a quorum. * * *

Article V.—*Revenue and Taxation.*

Sec. 2. The proceeds of the State and county capitation tax shall be applied to the purposes of education and the support of the poor, but in no one year shall more than twenty-five per cent. thereof be appropriated to the latter purpose.

Article VII —*Municipal Corporations.*

Sec. 5. * * * In every township there shall also be biennially elected a School Committee, consisting of three persons, whose duty shall be prescribed by law.

Article IX.—*Education.*

Sec. 1. Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Sec. 2. The General Assembly, at its first session under this Constitution, shall provide by taxation and otherwise, for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years. And the children of the white race and the children of the colored race shall be taught in separate public schools; but there shall be no discrimination made in favor of, or to the prejudice of, either race.

Sec. 3. Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year; and if the Commissioners of any county shall fail to comply with the aforesaid requirements of this section, they shall be liable to indictment.

Sec. 4. The proceeds of all lands that have been or hereafter may be granted by the United States to this State, and not otherwise appropriated by this State or the

[1] This constitution was framed in 1875 and went into effect January 1, 1877.

United States; also, all moneys, stocks, bonds, and other property, now belonging to any State fund for purposes of education; also the net proceeds of all sales of the swamp lands belonging to the State, and all other grants, gifts or devises, that have been or hereafter may be made to this State, and not otherwise appropriated by the State, or by the term of the grant, gift or devise, shall be paid into the State treasury; and, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining in this State a system of free public schools, and for no other uses or purposes whatsoever.

SEC. 5. All moneys, stocks, bonds, and other property, belonging to a county school fund; also, the net proceeds from the sale of estrays; also, the clear proceeds of all penalties and forfeitures, and of all fines collected in the several counties for any breach of the penal or military laws of the State; and all moneys which shall be paid by persons as an equivalent for exemption from military duty, shall belong to and remain in the several counties, and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties of this State: *Provided*, That the amount collected in each county shall be annually reported to the Superintendent of Public Instruction.

SEC. 6. The General Assembly shall have power to provide for the election of Trustees of the University of North Carolina, in whom, when chosen, shall be vested all the privileges, rights, franchises and endowments thereof, in anywise granted to or conferred upon the Trustees of said University; and the General Assembly may make such provisions, laws and regulations from time to time, as may be necessary and expedient for the maintenance and management of said University.

SEC. 7. The General Assembly shall provide that the benefits of the University, as far as practicable, be extended to the youth of the State free of expense for tuition; also, that all the property which has heretofore accrued to the State, or shall hereafter accrue, from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons, shall be appropriated to the use of the University.

SEC. 8. The Governor, Lieutenant Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction and Attorney General, shall constitute a State Board of Education.

SEC. 9. The Governor shall be President, and the Superintendent of Public Instruction shall be Secretary of the Board of Education.

SEC. 10. The Board of Education shall succeed to all the powers and trusts of the President and Directors of the Literary Fund of North Carolina, and shall have full power to legislate and make all needful rules and regulations in relation to free public schools and the educational fund of the State; but all acts, rules and regulations of said Board may be altered, amended or repealed by the General Assembly, and when so altered, amended or repealed, they shall not be re-enacted by the Board.

SEC. 11. The first session of the Board of Education shall be held at the capital of the State, within fifteen days after the organization of the State government under this Constitution; the time of future meetings may be determined by the Board.

SEC. 12. A majority of the Board shall constitute a quorum for the transaction of business.

SEC. 13. The contingent expenses of the Board shall be provided by the General Assembly.

SEC. 14. As soon as practicable after the adoption of this Constitution, the General Assembly shall establish and maintain, in connection with the University, a department of Agriculture, of Mechanics, of Mining, and of Normal Instruction.

SEC. 15. The General Assembly is hereby empowered to enact that every child, of sufficient mental and physical ability, shall attend the public schools during the period between the ages of six and eighteen years, for a term of not less than sixteen months, unless educated by other means.

CONSTITUTION OF GEORGIA, 1877.

ARTICLE VII.—*Finance, Taxation, and Public Debt.*

SEC. 1. Paragraph I. The powers of taxation over the whole State shall be exercised by the General Assembly for the following purposes only: * * *

For educational purposes, in instructing children in the elementary branches of an English education only. * * *

SEC. 2. Paragraph II. The General Assembly may, by law, exempt from taxation all public property, places of religious worship or burial; all institutions of purely public charity; all buildings erected for and used as a college, incorporated academy, or other seminary of learning; the real and personal estate of any public library, and that of any other literary association, used by or connected with such library; all books and philosophical apparatus; and all paintings and statuary of any company or association, kept in a public hall, and not held as merchandise, or for purposes of sale or gain: *Provided*, the property so exempted be not used for purposes of private or corporate profit or income.

Paragraph III. No poll tax shall be levied except for educational purposes, and such tax shall not exceed one dollar, annually, upon each poll.

SEC. 6. Paragraph II. The General Assembly shall not have power to delegate to any county the right to levy a tax for any purpose, except for educational purposes in instructing children in the elementary branches of an English education only; to build and repair the public buildings and bridges; to maintain and support prisoners; to pay jurors and coroners, and for litigation, quarantine, roads and expenses of courts; to support paupers and pay debts heretofore existing.

ARTICLE VIII.—*Education.*

SEC. 1. Paragraph I. There shall be a thorough system of common schools for the education of children in the elementary branches of an English education only, as nearly uniform as practicable, the expenses of which shall be provided for by taxation, or otherwise. The schools shall be free to all children of the State, but separate schools shall be provided for the white and colored races.

SEC. 2. Paragraph I. There shall be a State School Commissioner, appointed by the Governor, and confirmed by the Senate, whose term of office shall be two years, and until his successor is appointed and qualified. His office shall be at the seat of government, and he shall be paid a salary not to exceed two thousand dollars per annum. The General Assembly may substitute for the State School Commissioner such officer, or officers, as may be deemed necessary to perfect the system of public education.

SEC. 3. Paragraph I. The poll tax, any educational fund now belonging to the State (except the endowment of, and debt due to, the University of Georgia), a special tax on shows and exhibitions, and on the sale of spirituous and malt liquors—which the General Assembly is hereby authorized to assess—and the proceeds of any commutation tax for military service, and all taxes that may be assessed on such domestic animals as, from their nature and habits, are destructive to other property, are hereby set apart and devoted to the support of common schools.

SEC. 4. Paragraph I. Authority may be granted to counties upon the recommendation of two grand juries, and to municipal corporations, upon the recommendation of the corporate authority, to establish and maintain public schools in their respective limits, by local taxation; but no such local laws shall take effect until the same shall have been submitted to a vote of the qualified voters in each county or municipal corporation, and approved by a two-thirds vote of persons qualified to vote at such election; and the General Assembly may prescribe who shall vote on such questions.

SEC. 5. Paragraph I. Existing local school systems shall not be affected by this Constitution. Nothing contained in section first of this article shall be construed

to deprive schools in this State, not common schools, from participating in the educational fund of the State, as to all pupils therein taught in the elementary branches of an English education.

SEC. 6. Paragraph I. The trustees of the University of Georgia may accept bequests, donations and grants of land, or other property, for the use of said University. In addition to the payment of the annual interest on the debt due by the State to the University, the General Assembly may, from time to time, make such donations thereto as the condition of the Treasury will authorize. And the General Assembly may also, from time to time, make such appropriations of money as the condition of the Treasury will authorize to any College or University (not exceeding one in number) now established, or hereafter to be established, in this State for the education of persons of color.

CONSTITUTION OF CALIFORNIA, MAY 7, 1879.[1]

ARTICLE IX.—*Education.*

SEC. 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, normal, and agricultural improvement.

SEC. 2. A Superintendent of Public Instruction, shall, at each gubernatorial election after the adoption of this Constitution, be elected by the qualified electors of the State. He shall receive a salary equal to that of the Secretary of State, and shall enter upon the duties of his office on the first Monday after the first day of January next succeeding his election.

SEC. 3. A Superintendent of Schools for each county shall be elected by the qualified electors thereof at each gubernatorial election; provided, that the Legislature may authorize two or more counties to unite and elect one Superintendent for the counties so uniting.

SEC. 4. The proceeds of all lands that have been or may be granted by the United States to this State for the support of common schools, which may be, or may have been, sold or disposed of, and the five hundred thousand acres of land granted to the new States under an Act of Congress distributing the proceeds of the public lands among the several States of the Union, approved, A. D. one thousand eight hundred and forty-one, and all estates of deceased persons who may have died without leaving a will or heir, and also such percent as may be granted, or may have been granted, by Congress on the sale of lands in this State, shall be and remain a perpetual fund, the interest of which, together with all the rents of the unsold lands and such other means as the Legislature may provide, shall be inviolably appropriated to the support of common schools throughout the State.

SEC. 5. The Legislature shall provide for a system of common schools by which a free school shall be kept up and supported in each district at least six months in every year, after the first year in which a school has been established.

SEC. 6. The public school system shall include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature, or by municipal or district authority; but the entire revenue derived from the State School Fund, and the State school tax, shall be applied exclusively to the support of primary and grammar schools.

SEC. 7. The Governor, Superintendent of Public Instruction, and the Principals of the State Normal Schools, shall constitute the State Board of Education, and shall compile, or cause to be compiled, and adopt a uniform series of text-books, for use in the common schools throughout the State. The State Board may cause such text-books, when adopted, to be printed and published by the Superintendent of

[1] The text here followed is that found in Bryce: The American Commonwealth, vol. 1, Appendix.

State Printing, at the State Printing Office, and when so printed and published to be distributed and sold at the cost price of printing, publishing, and distributing the same. The text-books so adopted shall continue in use not less than four years; and said State Board shall perform such other duties as may be prescribed by law. The Legislature shall provide for a Board of Education in each county in the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions. [Amendment adopted November 4, 1884.]

SEC. 8. No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of the State.

SEC. 9. The University of California shall constitute a public trust, and its organization and government shall be perpetually continued in the form and character prescribed by the organic Act creating the same, passed March twenty-third, eighteen hundred and sixty-eight (and several Acts amendatory thereof), subject only to such legislative control as may be necessary to ensure compliance with the terms of its endowment and the proper investment and security of its funds. It shall be entirely independent of all political or sectarian influence, and kept free therefrom in the appointment of its Regents, and in the administration of its affairs; provided, that all the moneys derived from the sale of the public lands donated to this State by Act of Congress, approved July second, eighteen hundred and sixty-two (and the several Acts amendatory thereof), shall be invested as provided by said Acts of Congress, and the interest of said moneys shall be inviolably appropriated to the endowment, support, and maintenance of at least one college of agriculture, where the leading objects shall be (without excluding other scientific and classical studies, and including military tactics) to teach such branches of learning as are related to scientific and practical agriculture and the mechanic arts, in accordance with the requirements and conditions of said Acts of Congress; and the Legislature shall provide that if, through neglect, misappropriation, or any other contingency, any portion of the funds so set apart shall be diminished or lost, the State shall replace such portion so lost or misappropriated, so that the principal thereof shall remain for ever undiminished. No person shall be debarred admission to any of the collegiate departments of the University on account of sex.

CONSTITUTION OF LOUISIANA, DECEMBER, 1879.

IMPEACHMENT AND REMOVALS FROM OFFICE.

ART. 196. The Governor, Lieutenant Governor, Secretary of State, Auditor, Treasurer, Attorney General, Superintendent of Public Education and the judges of all the courts of record in this State shall be liable to impeachment for high crimes and misdemeanors, for nonfeasance or malfeasance in office, for incompetency, for corruption, favoritism, extortion or oppression in office, or for gross misconduct or habitual drunkenness.

REVENUE AND TAXATION.

ART. 207. The following property shall be exempt from taxation, and no other, viz: All public property, places of religious worship or burial, all charitable institutions, all buildings and property used exclusively for colleges or other school purposes, the real and personal estate of any public library and that of any other literary association used by or connected with such library, all books and philosophical apparatus, and all paintings and statuary of any company or association kept in a public hall; *provided*, the property so exempted be not used or leased for purposes of private or corporate profit or income. * * *

ART. 208. The General Assembly shall levy an annual poll tax, for the maintenance of public schools, upon every male inhabitant in the State over the age of twenty-one years, which shall never be less than one dollar nor exceed one dollar and a half per capita, and the General Assembly shall pass laws to enforce payment of said tax.

ART. 209. The State tax on property for all purposes whatever, including expenses of government, schools, levees and interest shall not exceed in any one year six mills on the dollar of its assessed valuation, * * * and no parish or municipal tax for all purposes whatsoever shall exceed ten mills on the dollar of valuation; *Provided*, that for the purpose of erecting and constructing public buildings, bridges and works of public improvement in parishes and municipalities, the rates of taxation herein limited may be increased when the rate of such increase and the purpose for which it is intended shall have been submitted to a vote of the property taxpayers of such parish or municipality entitled to a vote under the election laws of the State, and a majority of same voting at such election shall have voted therefor.

PUBLIC EDUCATION.

ART. 224. There shall be free public schools established by the General Assembly throughout the State for the education of all the children of the State between the ages of six and eighteen years; and the General Assembly shall provide for their establishment, maintenance and support by taxation or otherwise. And all moneys so raised, except the poll tax, shall be distributed to each parish in proportion to the number of children between the ages of six and eighteen years.

ART. 225. There shall be elected by the qualified electors of the State a Superintendent of Public Education, who shall hold his office for the term of four years, and until his successor is qualified. His duties shall be prescribed by law, and he shall receive an annual salary of two thousand dollars. The aggregate annual expenses of his office, including his salary, shall not exceed the sum of three thousand dollars. The General Assembly shall provide for the appointment of parish boards of public education for the different parishes.

The parish boards may appoint a parish superintendent of public schools in their respective parishes, who shall be *ex-officio* secretary of the parish board, and whose salary for his double functions shall not exceed two hundred dollars annually, except that in the parish of Orleans the salary of the parish superintendent shall be fixed by the General Assembly, to be paid out of the public school fund accruing to each parish respectively.

ART. 226. The general exercises in the public schools shall be conducted in the English language and the elementary branches taught therein; *provided*, that these elementary branches may be also taught in the French language in those parishes in the State or localities in said parishes where the French language predominates if no additional expense is incurred thereby.

ART. 227. The funds derived from the collection of the poll tax shall be applied exclusively to the maintenance of the public schools as organized under this constitution, and shall be applied exclusively to the support of the public schools in the parish in which the same shall be collected, and shall be accounted for and paid by the collecting officers directly to the competent school authorities of each parish.

ART. 228. No funds raised for the support of the public schools of the State shall be appropriated to or used for the support of any sectarian schools.

ART. 229. The school funds of this State shall consist of: 1. The proceeds of taxation for school purposes, as provided in this constitution. 2. The interest on the proceeds of all public lands heretofore granted by the United States for the use and support of the public schools. 3. Of lands and other property which may hereafter be bequeathed, granted or donated to the State, or generally for school purposes. 4. All funds or property, other than unimproved lands, bequeathed or granted to the State, not designated for other purposes. 5. The proceeds of vacant estates falling under the law to the State of Louisiana.

The Legislature may appropriate to the same fund the proceeds, in whole or in part, of public lands not designated for any other purpose, and shall provide that every parish may levy a tax for the public schools therein, which shall not exceed the State tax; *provided*, that with such tax the whole amount of parish taxes shall not exceed the limits of parish taxation fixed by this constitution.

CONCERNING A STATE UNIVERSITY.

ART. 230. The University of Louisiana, as at present established and located at New Orleans, is hereby recognized in its three departments, to-wit: the law, the medical and the academical departments, to be governed and controlled by appropriate faculties.

The General Assembly shall, from time to time, make such provision for the proper government, maintenance and support of said State University of Louisiana, and all the departments thereof, as the public necessities and well-being of the people of the State of Louisiana may require, not to exceed ten thousand dollars annually.

The Louisiana State University and Agricultural and Mechanical College now established and located in the city of Baton Rouge, is hereby recognized, and all revenues derived and to be derived from the sales of land or land scrip, donated by the United States to the State of Louisiana, for the use of a seminary of learning and mechanical and agricultural college, shall be appropriated exclusively to the maintenance and support of said University and Agricultural and Mechanical College, and the General Assembly shall from time to time make such additional appropriations for the maintenance and support of said Louisiana State University and Agricultural and Mechanical College as the public necessities and the well-being of the people of the State of Louisiana may require, not to exceed ten thousand dollars annually.

ART. 231. The General Assembly shall also establish in the city of New Orleans a university for the education of persons of color, provide for its proper government, and shall make an annual appropriation of not less than five thousand dollars nor more than ten thousand dollars for its maintenance and support.

ART. 232. Women over twenty-one years of age shall be eligible to any office of control or management under the school laws of this State.

THE FREE SCHOOL FUND, SEMINARY FUND AND AGRICULTURAL AND MECHANICAL COLLEGE FUND.

ART. 233. The debt due by the State to the free school fund is hereby declared to be the sum of one million one hundred and thirty thousand eight hundred and sixty-seven and 51-100 dollars in principal, and shall be placed on the books of the Auditor and the Treasurer to the credit of the several townships entitled to the same; the said principal being the proceeds of the sales of lands heretofore granted by the United States for the use and support of free public schools, which amount shall be held by the State as a loan and shall be and remain a perpetual fund, on which the State shall pay an annual interest of four per cent from the first day of January, 1880, and that said interest shall be paid to the several townships in the State entitled to the same, in accordance with the act of Congress, No. 68, approved February 15, 1843; and the bonds of the State heretofore issued, belonging to said fund and sold under act of the General Assembly, No. 81 of 1872, are hereby declared null and void, and the General Assembly shall make no provision for their payment, and may cause them to be destroyed.

The debt due by the State to the seminary fund is hereby declared to be one hundred and thirty-six thousand dollars, being the proceeds of the sales of lands heretofore granted by the United States to the State for the use of a seminary of learning, and said amount shall be placed to the credit of said fund on the books of the Auditor and Treasurer of the State as a perpetual loan, and the State shall pay an annual interest of four per cent. on said amount from January 1, 1880, for the

use of said seminary of learning; and the consolidated bonds of the State now held for use of said fund shall be null and void after the first day of January, 1880, and the General Assembly shall never make any provision for their payment, and they shall be destroyed in such manner as the General Assembly may direct.

The debt due by the State to the Agricultural and Mechanical College fund is hereby declared to be the sum of one hundred and eighty-two thousand three hundred and thirteen and 3-100 dollars, being the proceeds of the sales of lands and land scrip heretofore granted by the United States to this State for the use of a college for the benefit of agriculture and the mechanic arts; said amount shall be placed to the credit of said fund on the books of the Auditor and Treasurer of the State as a perpetual loan, and the State shall pay an annual interest of five per cent on said amount from January 1, 1880, for the use of said Agricultural and Mechanical College; the consolidated bonds of the State now held by the State for the use of said fund shall be null and void after the first day of January, 1880, and the General Assembly shall never make any provision for their payment, and they shall be destroyed in such manner as the General Assembly may direct.

The interest provided for by this article shall be paid out of any tax that may be levied and collected for the general purposes of public education.

Constitution of Florida, 1885.

Article IV.—*Executive Department.*

Sec. 20. The Governor shall be assisted by administrative officers as follows: A Secretary of State, Attorney-General, Comptroller, Treasurer, Superintendent of Public Instruction, and Commissioner of Agriculture, who shall be elected at the same time as the Governor, and shall hold their offices for the same term; *Provided*, That the first election of such officers shall be held at the time of voting for Governor, A. D. 1888.

Sec. 25. The Superintendent of Public Instruction shall have supervision of all matters pertaining to public instruction; the supervision of State buildings devoted to educational purposes, and perform such other duties as the Legislature may provide by law.

Sec. 29. The salary of * * * the Superintendent of Public Instruction [shall be] fifteen hundred dollars a year; *Provided*, That no administrative officer of the Executive Department shall receive any additional compensation beyond his salary for any service or services rendered the State in connection with the Internal Improvement Fund or other interests belonging to the State of Florida; *Provided, further*, That the Legislature may, after eight years from the adoption of this Constitution, increase or decrease any or all of said salaries.

Article VIII.—*Counties and cities.*

Sec. 6. The Legislature shall provide for the election by the qualified electors in each county of the following county officers: A Clerk of the Circuit Court, a Sheriff, Constables, a County Assessor of Taxes, a Tax Collector, a County Treasurer, a Superintendent of Public Instruction, and a County Surveyor. The term of office of all county officers mentioned in this section shall be four years, except that of County Assessor of Taxes, County Tax Collector and County Treasurer, who shall be elected for two years. Their powers, duties and compensations shall be prescribed by law.

Article XII.—*Education.*

Sec. 1. The Legislature shall provide for a uniform system of public free schools, and shall provide for the liberal maintenance of the same.

Sec. 2. There shall be a Superintendent of Public Instruction, whose duties shall be prescribed by law, and whose term of office shall be four years and until the election and qualification of his successor.

SEC. 3. The Governor, Secretary of State, Attorney-General, State Treasurer and State Superintendent of Public Instruction shall constitute a body corporate, to be known as the State Board of Education of Florida, of which the Governor shall be President, and the Superintendent of Public Instruction Secretary. This Board shall have power to remove any subordinate school officer for cause, upon notice to the incumbent; and shall have the management and investment of all State School Funds under such regulations as may be prescribed by law, and such supervision of schools of higher grades as the law shall provide.

SEC. 4. The State School Fund, the interest of which shall be exclusively applied to the support and maintenance of public free schools, shall be derived from the following sources:

The proceeds of all lands that have been or may hereafter be granted to the State by the United States for public school purposes.

Donations to the State when the purpose is not specified.

Appropriations by the State.

The proceeds of escheated property or forfeitures.

Twenty-five per cent. of the sales of public lands which are now or may hereafter be owned by the State.

SEC. 5. The principal of the State School Fund shall remain sacred and inviolate.

SEC. 6. A special tax of one mill on the dollar of all taxable property in the State, in addition to the other means provided, shall be levied and appropriated annually for the support and maintenance of public free schools.

SEC. 7. Provision shall be made by law for the distribution of the interest on the State School Fund and the special tax among the several counties of the State in proportion to the number of children residing therein between the ages of six and twenty-one years.

SEC. 8. Each county shall be required to assess and collect annually for the support of public free schools therein, a tax of not less than three mills nor more than five mills on the dollar of all taxable property in the same.

SEC. 9. The County School Fund shall consist, in addition to the tax provided for in section eight of this Article, of the proportion of the interest of the State School Fund and of the one mill State tax apportioned to the county; the net proceeds of all fines collected under the penal laws of the State within the county; all capitation taxes collected within the county; and shall be disbursed by the County Board of Public Instruction solely for the maintenance and support of public free schools.

SEC. 10. The Legislature may provide for the division of any county or counties into convenient school districts; and for the election biennially of three school trustees, who shall hold their office for two years, and who shall have the supervision of all the schools within the district; and for the levying and collection of a district school tax, for the exclusive use of public free schools within the district, whenever a majority of the qualified electors thereof that pay a tax on real or personal property shall vote in favor of such levy: *Provided*, That any tax authorized by this section shall not exceed three mills on the dollar in any one year on the taxable property of the district.

SEC. 11. Any incorporated town or city may constitute a School District. The fund raised by section ten may be expended in the district where levied for building or repairing school houses, for the purchase of school libraries and text-books, for salaries of teachers, or for other educational purposes, so that the distribution among all the schools of the district be equitable.

SEC. 12. White and colored children shall not be taught in the same school, but impartial provision shall be made for both.

SEC. 13. No law shall be enacted authorizing the diversion or the lending of any County or District School Funds, or the appropriation of any part of the permanent or available school fund to any other than school purposes; nor shall the same, or any part thereof, be appropriated to or used for the support of any sectarian school.

SEC. 14. The Legislature at its first session shall provide for the establishment, maintenance and management of such Normal Schools, not to exceed two, as the interests of public education may demand.

SEC. 15. The compensation of all county school officers shall be paid from the school fund of their respective counties, and all other county officers receiving stated salaries shall be paid from the general funds of their respective counties.

THE CONSTITUTION OF SOUTH DAKOTA, NOVEMBER 2, 1889.[1]

ART. III, SEC. 23. The Legislature is prohibited from enacting any private or special laws * * * providing for the management of common schools.

ART. IV, SECS. 12–13. There shall be chosen by the qualified electors of the State at the time and places of choosing members of the Legislature a * * * and Superintendent of Public Instruction, * * * who shall severally hold their offices for the term of two years. * * * The powers and duties of the * * * and Superintendent of Public Instruction * * * shall be as prescribed by law.

ART. VII, SEC. 9. Any woman having the qualifications enumerated in section I of this Article, as to age, residence, and citizenship, and including those now qualified by the laws of the Territory, may vote at any election held solely for school purposes, and may hold any office in this State, except as otherwise provided in this Constitution.

ARTICLE VIII.—*Education and school lands.*

SEC. 1. The stability of a republican form of government depending on the morality and intelligence of the people, it shall be the duty of the legislature to establish and maintain a general and uniform system of public schools, wherein tuition shall be without charge and equally open to all; and to adopt all suitable means to secure to the people the advantages and opportunities of education.

SEC. 2. All proceeds of the sale of public lands that have heretofore been or may hereafter be given by the United States for the use of public schools in the state; all such per centum as may be granted by the United States on the sale of public lands; the proceeds of all property that shall fall to the state by escheat; the proceeds of all gifts or donations to the state for public schools or not otherwise appropriated by the terms of the gift; and all property otherwise acquired for public schools, shall be and remain a perpetual fund for the maintenance of public schools in the state. It shall be deemed a trust fund held by the state. The principal shall forever remain inviolate, and may be increased, but shall never be diminished, and the state shall make good all losses thereof which may in any manner occur.

SEC. 3. The interest and income of this fund, together with the net proceeds of all fines for violation of state laws and all other sums which may be added thereto by law, shall be faithfully used and applied each year for the benefit of the public schools of the state, and shall be for this purpose apportioned among and between all the several public school corporations of the state in proportion to the number of children in each, of school age, as may be fixed by law; and no part of the fund, either principal or interest, shall ever be diverted, even temporarily, from this purpose or used for any other purpose whatever, than the maintenance of public schools for the equal benefit of all the people of the state.

SEC. 4. After one year from the assembling of the first legislature, the lands granted to the state by the United States for the use of public schools may be sold upon the following conditions and no other: Not more that one-third of all such land shall be sold within the first five years, and no more than two-thirds within the first fifteen years after the title thereto is vested in the state, and the legislature shall, subject to the provisions of this article, provide for the sale of the same.

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[1] The text followed is that of Hagerty, commissioner of immigration and *ex officio* Territorial statistician: The History of Dakota, Aberdeen, S. D., 1889.

The commissioner of school and public lands, the state auditor and the county superintendent of schools of the counties severally, shall constitute boards of appraisal and shall appraise all school lands within the several counties which they may from time to time select and designate for sale, at their actual value under the terms of sale. They shall take care first to select and designate for sale the most valuable lands; and they shall ascertain all such lands as may be of special and peculiar value, other than agricultural, and cause the proper subdivision of the same in order that the largest price may be obtained therefor.

SEC. 5. No lands shall be sold for less than the appraised value and in no case for less than ten dollars an acre, unless, after the year A. D. nineteen hundred, two consecutive legislatures concur in a law otherwise directing. The purchaser shall pay one-fourth of the price in cash and the remaining three-fourths as follows: One-fourth in five years, one-fourth in ten years, and one-fourth in fifteen years, with interest thereon at the rate of not less than six per centum, payable annually in advance; but all such subdivided lands may be sold for cash, provided that upon payment of the interest for one full year in advance the balance of the purchase price may be paid at any time. All sales shall be at public auction to the highest bidder, after sixty days' advertisement of the same in a newspaper of general circulation in the vicinity of the lands to be sold and one at the seat of government. Such lands as shall not have been specially subdivided shall be offered in tracts of not more than eighty acres, and those so subdivided in the smallest subdivisions. All lands designated for sale not sold within four years after appraisal shall be reappraised by the board of appraisal as hereinbefore provided before they are sold.

SEC. 6. All sales shall be conducted through the office of the commissioner of school and public lands as may be prescribed by law, and returns of all appraisals and sales shall be made to said office. No sale shall operate to convey any right or title to any lands for sixty days after the date thereof, nor until the same shall have received the approval of the governor in such form as may be provided by law. No grant or patent for any such lands shall issue until final payment be made.

SEC. 7. All lands, money, or other property donated, granted, or received from the United States or any source for a university, agricultural college, normal schools, or other educational or charitable institution or purpose, and the proceeds of all such lands and other property so received from any source, shall be and remain perpetual funds, the interest and income of which together with rents of all such lands as may remain unsold, shall be inviolably appropriated and applied to the specific objects of the original grants or gifts. The principal of every such fund may be increased, but shall never be diminished, and the interest and income only shall be used. Every such fund shall be deemed a trust fund held by the state, and the state shall make good all losses therefrom that shall in any manner occur.

SEC. 8. All lands mentioned in the preceding section shall be appraised and sold in the same manner and by the same officers and boards under the same limitations, and subject to all the conditions as to price, sale, and approval provided above for the appraisal and sale of lands for the benefit of public schools, but a distinct and separate account shall be kept by the proper officers of each of such funds.

SEC. 9. No lands mentioned in this article shall be leased except for pasturage and meadow purposes and at public auction after notice as hereinbefore provided in case of sale, and shall be offered in tracts not greater than one section. All rents shall be payable annually in advance, and no term of lease shall exceed five years, nor shall any lease be valid until it receives the approval of the governor.

SEC. 10. No claim to any public lands by any trespasser thereon by reason of occupancy, cultivation, or improvement thereof shall ever be recognized; nor shall compensation ever be made on account of any improvements made by such trespasser.

SEC. 11. The moneys of the permanent school and other educational funds shall be invested only in first mortgages upon good improved farm lands within this state, as hereinafter provided, or in bonds of school corporations within the state, or in

bonds of the United States, or of the State of Dakota. The legislature shall provide by law the method of determining the amounts of said funds which shall be invested from time to time in such classes of securities respectively, taking care to secure continuous investments as far as possible.

All moneys of said funds which may from time to time be designated for investment in farm mortgages and in the bonds of school corporations shall for such purpose be divided among the organized counties of the state in proportion to population as nearly as provisions by law to secure continuous investments may permit. The several counties shall hold and manage the same as trust funds, and they shall be and remain responsible and accountable for the principal and interest of all such moneys received by them from the date of receipt until returned because not loaned; and in case of loss of any money so apportioned to any county, such county shall make the same good out of its common revenue. Counties shall invest said moneys in bonds of school corporations, or in first mortgages upon good improved farm lands within their limits respectively; but no farm loan shall exceed $500 to any one person, nor shall it exceed one-half the valuation of the lands as assessed for taxation, and the rate of interest shall not be less than six per centum per annum, and shall be such other and higher rate as the legislature may provide, and shall be payable semi-annually on the first day of January and July; provided, that whenever there are moneys of said fund in any county amounting to $1,000 that can not be loaned according to the provisions of this section and any law pursuant thereto, the said sum may be returned to the state treasurer to be intrusted to some other county or counties, or otherwise invested under the provisions of this section.

Each county shall semi-annually, on the first day of January and July, render an account of the condition of the fund intrusted to it, to the auditor of the state, and at the same time pay to or account to the state treasurer for the interest due on all funds intrusted to it.

The legislature may provide by general law that counties may retain from interest collected in excess of six per centum per annum upon all said funds intrusted to them, not to exceed one per centum per annum. But no county shall be exempted from the obligation to make semi-annual payments to the state treasurer of interest at the rate provided by law, for such loans, except only said one per centum; and in no case shall the interest so to be paid be less than six per centum per annum.

The legislature shall provide by law for the safe investment of the permanent school and other educational funds, and for the prompt collection of interest and income thereof, and to carry out the objects and provisions of this section.

SEC. 12. The governor may disapprove any sale, lease, or investment other than such as are entrusted to the counties.

SEC. 13. All losses to the permanent school or other educational funds of this state which shall have been occasioned by the defalcation, negligence, mismanagement, or fraud of the agents or officers controlling and managing the same, shall be audited by the proper authorities of the state. The amount as audited shall be a permanent funded debt against the state in favor of the fund sustaining the loss upon which not less than six per centum of annual interest shall be paid. The amount of indebtedness so created shall not be counted as a part of the indebtedness mentioned in article XIII, section 2.

SEC. 14. The legislature shall provide by law for the protection of the school lands from trespass, or unlawful appropriation, and for their defense against all unauthorized claims or efforts to divert them from the school fund.

SEC. 15. The legislature shall make such provisions by general taxation, and by authorizing the school corporations to levy such additional taxes as with the income from the permanent school fund shall secure a thorough and efficient system of common schools throughout the state.

SEC. 16. No appropriation of lands, money or other property or credits to aid any sectarian school shall ever be made by the state, or any county or municipality

within the state, nor shall the state or any county or municipality within the state accept any grant, conveyance, gift or bequest of lands, money or other property to be used for sectarian purposes, and no sectarian instruction shall be allowed in any school or institution aided or supported by the state.

SEC. 17. No teacher, state, county, township or district school officer shall be interested in the sale, proceeds or profits of any book, apparatus or furniture used or to be used in any school in this state, under such penalties as shall be provided by law.

ART. IX, SEC. 5. In each organized county * * * every two years * * * there shall be elected a Superintendent of Schools.

ART. XI, SEC. 6. The Legislature shall by general law exempt from taxation property used exclusively * * * for schools.

ART. XIV, SEC. 1. The charitable and penal institutions of the State of South Dakota shall consist of a penitentiary, insane hospital, a school for the deaf and dumb, a school for the blind and a reform school.

SEC. 2. The state institutions provided for in the preceding section shall be under the control of a State Board of Charities and Corrections, under such rules and restrictions as the legislature shall provide; such board to consist of not to exceed five members, to be appointed by the governor and confirmed by the senate, and whose compensation shall be fixed by law.

SEC. 3. The state university, the agricultural college, the normal schools and other educational institutions that may be sustained either wholly or in part by the state shall be under the control of a board of nine members, appointed by the governor and confirmed by the senate, to be designated the regents of education. They shall hold their office for six years, three retiring every second year.

The regents in connection with the faculty of each institution shall fix the course of study in the same.

The compensation of the regents shall be fixed by the legislature.

SEC. 4. The regents shall appoint a board of five members for each institution under their control, to be designated the board of trustees. They shall hold office for five years, one member retiring annually. The trustees of each institution shall appoint the faculty of the same, and shall provide for the current management of the institution, but all appointments and removals must have the approval of the regents to be valid. The trustees of the several institutions shall receive no compensation for their services, but they shall be reimbursed for all expenses incurred in the discharge of their duties, upon presenting an itemized account of the same to the proper officer. Each board of trustees at its first meeting shall decide by lot the order in which its members shall retire from office.

SEC. 5. The legislature shall provide that the science of mining and metallurgy be taught in at least one institution of learning under the patronage of the state.

ART. XXI, SEC. 2. * * * The Superintendent of Public Instruction shall receive an annual salary of one thousand eight hundred dollars.

ARTICLE XXVI.—*Schedule and Ordinance.*

SEC. 18. That we the people of the State of South Dakota do ordain. * * *

Fourth, That provision shall be made for the establishment and maintenance of systems of public schools, which shall be open to the children of this State, and free from sectarian control.

CONSTITUTION OF NORTH DAKOTA, NOVEMBER 2, 1889.

ART. II, SEC. 69. The legislative assembly shall not pass local or special laws * * * providing for the management of common schools.

ART. III, SEC. 82. There shall be chosen by the qualified electors of the State at the time and places of chosing members of the legislative assembly * * * a Super-

intendent of Public Instruction * * * who shall have attained the age of twenty-five years. * * * They shall severally hold their offices at the seat of government for the term of two years.

SEC. 83. The powers and duties of * * * the Superintendent of Public Instruction * * * shall be prescribed by law.

ART. V, SEC. 128. Any woman having the qualifications enumerated in section 121 of this Article, as to age, residence and citizenship, and including those now qualified by the laws of the Territory, may vote for all the school officers, and upon all questions pertaining solely to school matters, and be eligible to any school office.

Article XIX, sections 215–216, provide for, and mainly locate, numerous State institutions: The State university and the school of mines at the city of Grand Forks; the agricultural college at the city of Fargo; a State normal school, with 50,000 acres of land, at Valley City; a State reform school at the city of Mandan; a State normal school at Mayville, with 30,000 acres of land; an industrial school and school for manual training at the town of Edendale, with a grant of 40,000 acres; a school of forestry at some place to be determined; a scientific school, with 40,000 acres of land, at the city of Wahpeton: *Provided*, That no other institutions of a character similar to any one of those created by this article shall be established or maintained without a revision of this constitution.

ARTICLE VIII.—*Education.*

SEC. 147. A high degree of intelligence, patriotism, integrity and morality on the part of every voter in a government by the people being necessary in order to insure the continuance of that government and the prosperity and happiness of the people, the legislative assembly shall make provision for the establishment and maintenance of a system of public schools which shall be open to all children of the State of North Dakota, and free from sectarian control. This legislative requirement shall be irrevocable without the consent of the United States and the people of North Dakota.

SEC. 148. The legislative assembly shall provide at its first session after the adoption of this constitution, for a uniform system of free public schools throughout the State; beginning with the primary and extending through all grades up to and including the normal and collegiate course.

SEC. 149. In all schools instruction shall be given as far as practicable in those branches of knowledge that tend to impress upon the mind the vital importance of truthfulness, temperance, purity, public spirit, and respect for honest labor of every kind.

SEC. 150. A superintendent of schools for each county shall be elected every two years, whose qualifications, duties, powers and compensation shall be fixed by law.

SEC. 151. The legislative assembly shall take such other steps as may be necessary to prevent illiteracy, secure a reasonable degree of uniformity in course of study and to promote industrial, scientific and agricultural improvement.

SEC. 152. All colleges, universities and other educational institutions, for the support of which lands have been granted to this State, or which are supported by a public tax, shall remain under the absolute and exclusive control of the State. No money raised for the support of the public schools of the State shall be appropriated to or used for the support of any sectarian school.

ARTICLE IX.—*School and public lands.*

SEC. 153. All proceeds of the public lands that have heretofore been, or may hereafter be granted by the United States for the support of the common schools in this State; all such per centum as may be granted by the United States on the sale of

public lands; the proceeds of property that shall fall to the State by escheat; the proceeds of all gifts and donations to the State for common schools, or not otherwise appropriated by the terms of the gift, and all other property otherwise acquired for common schools, shall be and remain a perpetual fund for the maintenance of the common schools of the State. It shall be deemed a trust fund, the principal of which shall forever remain inviolate and may be increased but never diminished. The State shall make good all losses thereof.

SEC. 154. The interest and income of this fund, together with the net proceeds of all fines for violation of State laws, and all other sums which may be added thereto by law, shall be faithfully used and applied each year for the benefit of the common schools of the State, and shall be for this purpose apportioned among and between all the several common school corporations of the State in proportion to the number of children in each of school age, as may be fixed by law, and no part of the fund shall ever be diverted even temporarily from this purpose, or used for any other purpose whatever than the maintenance of common schools for the equal benefit of all the people of the State; *Provided, however,* that if any portion of the interest or income aforesaid be not expended during any year, said portion shall be added to and become a part of the school fund.

SEC. 155. After one year from the assembling of the first legislative assembly, the lands granted to the State from the United States for the support of the common schools, may be sold upon the following conditions, and no other: No more than one-fourth of all such lands shall be sold within the first 5 years after the same become salable by virtue of this section. No more than one-half of the remainder within 10 years after the same become salable as aforesaid. The residue may be sold at any time after the expiration of said 10 years. The legislative assembly shall provide for the sale of all school lands subject to the provisions of this article. The coal lands of the State shall never be sold, but the legislative assembly may by general law provide for leasing the same; the words "coal lands" shall include lands bearing lignite coal.

SEC. 156. The superintendent of public instruction, governor, attorney general, secretary of state, and state auditor shall constitute a board of commissioners, which shall be denominated the "Board of University and School Lands," and subject to the provisions of this article and any law that may be passed by the legislative assembly, said board shall have control of the appraisement, sale, rental and disposal of all school and university lands, and shall direct the investment of the funds arising therefrom in the hands of the state treasurer, under the limitations of section 160 of this article.

SEC. 157. The county superintendent of common schools, the chairman of the county board and the county auditor, shall constitute boards of appraisal, and under the authority of the state board of university and school lands shall appraise all school lands within their respective counties, which they may from time to time recommend for sale at their actual value, under the prescribed terms, and shall first select and designate for sale the most valuable lands.

SEC. 158. No land shall be sold for less than the appraised value, and in no case for less than $10 per acre. The purchaser shall pay one-fifth of the price in cash, and the remaining four-fifths as follows: One-fifth in 5 years, one-fifth in 10 years, one-fifth in 15 years, and one-fifth in 20 years, with interest at the rate of not less than 6 per centum, payable annually in advance. All sales shall be held at the county seat of the county in which the land to be sold is situated, and shall be at public auction, and to the highest bidder, after 60 days' advertisement of the same in a newspaper of general circulation in the vicinity of the lands to be sold, and one at the seat of government. Such lands as shall not have been specially subdivided shall be offered in tracts of one-quarter section, and those so subdivided in the smallest subdivision. All lands designated for sale and not sold within two years after appraisal shall be reappraised before they are sold. No grant or patent for any such lands shall issue until payment is made for the same; *Provided,* that the lands

contracted to be sold by the State shall be subject to taxation from the date of such contract. In case the taxes assessed against any of said lands for any year remain unpaid until the first Monday in October of the following year, then and thereupon the contract of sale for such lands shall become null and void.

SEC. 159. All land, money or other property donated, granted or received from the United States or any other source for a university, school of mines, reform school, agricultural college, deaf and dumb asylum, normal school or other educational or charitable institution or purpose, and the proceeds of all such lands and other property so received from any source, shall be and remain perpetual funds, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and applied to the specific objects of the original grants or gifts. The principal of every such fund may be increased but shall never be diminished, and the interest and income only shall be used. Every fund shall be deemed a trust fund held by the State, and the State shall make good all losses thereof.

SEC. 160. All land mentioned in the preceding section shall be appraised and sold in the same manner and under the same limitations and subject to all the conditions as to price and sale as provided above for the appraisal and sale of lands for the benefit of common schools; but a distinct and separate account shall be kept by the proper officers of each of said funds; *Provided*, that the limitations as to the time in which school land may be sold shall apply only to lands granted for the support of common schools.

SEC. 161. The legislative assembly shall have authority to provide by law for the leasing of lands granted to the State for educational and charitable purposes; but no such law shall authorize the leasing of said lands for a longer period than five years. Said land shall only be leased for pasturage and meadow purposes and at a public auction after notice as heretofore provided in case of sale; *Provided*, that all of said school lands now under cultivation may be leased at the discretion and under the control of the board of university and school lands, for other than pasturage and meadow purposes until sold. All rents shall be paid in advance.

SEC. 162. The moneys of the permanent school fund and other educational funds shall be invested only in bonds of school corporations within the State, bonds of the United States, bonds of the State of North Dakota, or in first mortgages on farm lands in the State not exceeding in amount one-third of the actual value of any subdivision on which the same may be loaned, such value to be determined by the board of appraisers of school lands.

SEC. 163. No law shall ever be passed by the legislative assembly granting to any person, corporation or association any privileges by reason of the occupation, cultivation or improvement of any public lands by said person, corporation or association subsequent to the survey thereof by the general government. No claim for the occupation, cultivation or improvement of any public lands shall ever be recognized, nor shall such occupation, cultivation or improvement of any public lands ever be used to diminish either directly or indirectly the purchase price of said lands.

SEC. 164. The legislative assembly shall have authority to provide by law for the sale or disposal of all public lands that have been heretofore or may hereafter be granted by the United States to the State for purposes other than set forth and named in Sections 153 and 159 of this article. And the legislative assembly, in providing for the appraisement, sale, rental and disposal of the same shall not be subject to the provisions and limitations of this article.

SEC. 165. The legislative assembly shall pass suitable laws for the safe keeping, transfer and disbursement of the State school funds; and shall require all officers charged with the same or the safe keeping thereof to give ample bonds for all moneys and funds received by them, and if any of said officers shall convert to his own use in any manner or form, or shall loan with or without interest or shall deposit in his own name, or otherwise than in the name of the State of North

Dakota, or shall deposit in any banks or with any person or persons, or exchange for other funds or property any portion of the school funds aforesaid, or purposely allow any portion of the same to remain in his own hands uninvested except in the manner prescribed by law, every such act shall constitute an embezzlement of so much of the aforesaid school funds as shall be thus taken or loaned, or deposited, or exchanged or withheld, and shall be a felony; and any failure to pay over, produce or account for, the State school funds or any part of the same intrusted to any such officer, as by law required or demanded shall be held and be taken to be *prima facie* evidence of such embezzlement.

The Constitution of Montana, November 8, 1889.[1]

Art. V, Sec. 26. The Legislative Assembly shall not pass local or special laws * * * providing for the management of Common Schools.

Art. V, Sec. 35. No appropriation shall be made for charitable, industrial, educational, or benevolent purposes to any person, corporation, or community, not under the absolute control of the State, nor to any denomination or sectarian institution or association.

Art. VII, Sec. 1. * * * The executive department shall consist of * * * and superintendent of public instruction, each of whom shall hold his office four years. * * * They shall perform such duties as are prescribed in this constitution and by the laws of the State.

Sec. 2. The superintendent of public instruction shall be elected by the qualified electors of the State at the time and place of voting for members of the Legislative Assembly.

Sec. 3. No person shall be eligible to the office of * * * superintendent of public instruction, unless he shall have attained the age of thirty years at the time of the election. * * *

* * * In addition to the qualifications above prescribed, each of the officers named shall be a citizen of the United States and have resided within the State or Territory two years next preceding his election.

Sec. 4. Until otherwise provided by law the * * * Superintendent of public instruction shall receive a salary of two thousand five hundred dollars per annum. * * * No officer mentioned in this section shall be eligible to, or hold any other public office, except member of the State Board of Education during his term of office.

Sec. 7. * * * If the office of * * * Superintendent of public instruction shall be vacated by death, resignation, or otherwise it shall be the duty of the Governor to fill the same by appointment, and the appointee shall hold his office until his successor shall be elected and qualified.

Art. IX, Sec. 10. Women shall be eligible to hold the office of county superintendent of schools, or any school district office, and shall have the right to vote at any school district election.

Art. X, Sec. 1. Educational * * * institutions * * * shall be established and supported by the State in such manner as may be prescribed by law.

Article XI.—*Education.*

Sec. 1. It shall be the duty of the Legislative Assembly of Montana to establish and maintain a general, uniform and thorough system of public, free common schools.

Sec. 2. The public school fund of the State shall consist of the proceeds of such lands as have heretofore been granted, or may hereafter be granted, to the State by the general government, known as school lands; and those granted in lieu of such;

[1] Constitution of the State of Montana as adopted by the constitutional convention held at Helena, 1889. Published by authority by the Independent Publishing Company.

lands acquired by gift or grant from any person or corporation under any law or grant of the general government; and of all other grants of land or money made to the State from the general government for general educational purposes, or where no other special purpose is indicated in such grant; all estates or distributive shares of the estates that may escheat to the State; all unclaimed shares and dividends of any corporation incorporated under the laws of the State, and all other grants, gifts, devises or bequests made to the State for general educational purposes.

SEC. 3. Such public school fund shall forever remain inviolate, guaranteed by the State against loss or diversion, to be invested, so far as possible, in public securities within the State, including school district bonds, issued for the erection of school buildings, under the restrictions to be provided by law.

SEC. 4. The Governor, Superintendent of Public Instruction, Secretary of State and Attorney General shall constitute the State Board of Land Commissioners, which shall have the direction, control, leasing and sale of the school lands of the State, and the lands granted or which may hereafter be granted for the support and benefit of the various State educational institutions, under such regulations and restrictions as may be prescribed by law.

SEC. 5. The interest on all invested school funds of the State, and all rents accruing from the leasing of any school lands, shall be apportioned to the several school districts of the State in proportion to the number of children and youths between the ages of six and twenty-one years, residing therein respectively, but no district shall be entitled to such distributive share that does not maintain a public free school for at least three months during the year for which distributions shall be made.

SEC. 6. It shall be the duty of the Legislative Assembly to provide by taxation, or otherwise, sufficient means, in connection with the amount received from the general school fund, to maintain a public, free, common school in each organized district in the State, for at least three months in each year.

SEC. 7. The public, free schools of the State shall be open to all children and youths between the ages of six and twenty-one years.

SEC. 8. Neither the Legislative Assembly, nor any county, city, town, or school district, or other public corporations, shall ever make directly or indirectly, any appropriation, or pay from any public fund or moneys whatever, or make any grant of lands or other property in aid of any church, or for any sectarian purpose, or to aid in the support of any school, academy, seminary, college, university, or other literary, scientific institution, controlled in whole or in part by any church, sect or denomination whatever.

SEC. 9. No religious or partisan test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the State, either as teacher or student; nor shall attendance be required at any religious service whatever, nor shall any sectarian tenets be taught in any public educational institution of the State; nor shall any person be debarred admission to any of the collegiate departments of the university on account of sex.

SEC. 10. The Legislative Assembly shall provide that all elections for school district officers shall be separate from those elections at which State or county officers are voted for.

SEC. 11. The general control and supervision of the State University and the various other State educational institutions shall be vested in a State Board of Education, whose powers and duties shall be prescribed and regulated by law. The said board shall consist of eleven members, the Governor, State Superintendent of Public Instruction, and Attorney General, being members *ex officio*, the other eight members thereof shall be appointed by the Governor, subject to the confirmation of the Senate, under the regulations and restrictions to be provided by law.

SEC. 12. The funds of the State University and of all other State institutions of learning, from whatever source accruing, shall forever remain inviolate and sacred

to the purpose for which they were dedicated. The various funds shall be respectively invested under such regulations as may be prescribed by law, and shall be guaranteed by the State against loss or diversion. The interest of said invested funds, together with the rents from leased lands or properties shall be devoted to the maintenance and perpetuation of these respective institutions.

ART. XII, SEC. 2. The property of * * * school districts * * * and public libraries shall be exempt from taxation; and such other properties as may be used exclusively for * * * educational purposes may be exempt from taxation.

SEC. 5. Taxes for * * * school purposes may be levied on all subjects and objects of taxation, but the assessed valuation of any property shall not exceed that value of that same property for state and county purposes.

ART. XIII, SEC. 6. No * * * school district shall be allowed to become indebted in any manner or for any purpose to an amount, including the existing indebtedness, in the aggregate exceeding three per centum of the value of the taxable property therein.

ART. XVI, SEC. 5. There shall be elected in each county * * * one county superintendent of schools for the term of two years.

CONSTITUTION OF WASHINGTON, NOVEMBER 11, 1889.[1]

ART. II, SEC. 28. The Legislature is prohibited from enacting any private or special laws * * * for authorizing the apportionment of any part of the school fund * * * or providing for the management of common schools.

ART. III, SEC. 1. The executive department shall consist of * * * and a Superintendent of Public Instruction.

SEC. 3. The * * * and Superintendent of Public Instruction shall hold their offices for four years respectively.

SEC. 22. The Superintendent of Public Instruction shall have supervision over all matters pertaining to public schools, and shall perform such special duties as may be prescribed by law. He shall receive an annual salary of twenty-five hundred dollars, which may be increased by law, but shall never exceed four thousand dollars per annum.

SEC. 24. The * * * and Superintendent of Public Instruction shall severally keep the public records, books and papers relating to their respective offices at the seat of government.

ART. VI, SEC. 2. The Legislature may provide that there shall be no denial of the elective franchise at any school election on account of sex.

ART. VIII, SEC. 6. No * * * school district * * * shall for any purpose become indebted in any manner to an amount exceeding one and one-half per centum of the taxable property * * * in such school district * * * without the assent of three-fifths of the voters therein, voting at an election to be held for that purpose, nor in cases requiring such assent shall the total indebtedness at any time exceed five per centum on the value of the taxable property therein.

ARTICLE IX.—*Education.*

SEC. 1. It is the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.

SEC. 2. The Legislature shall provide for a general and uniform system of public schools. The public school system shall include common schools, and such high schools, normal schools, and technical schools as may hereafter be established. But the entire revenue derived from the common school fund, and the State tax for common schools, shall be exclusively applied to the support of the common schools.

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[1] Published by authority. Olympia, Washington: Thomas H. Cavanaugh, public printer.

SEC. 3. The principal of the common school fund shall remain permanent and irreducible. The said fund shall be derived from the following named sources, to-wit: Appropriations and donations by the State to this fund; donations and bequests by individuals to the State or public for common schools; the proceeds of land and other property which revert to the State by escheat and forfeiture; the proceeds of all property granted to the State, when the purpose of the grant is not specified, or is uncertain; funds accumulated in the treasury of the State for the disbursement of which provision has not been made by law; the proceeds of the sale of timber, stone, minerals, or other property from school and state lands, other than those granted for specific purposes; all moneys received from persons appropriating timber, stone, minerals, or other property from school and State lands other than those granted for specific purposes, and all moneys other than rental recovered from persons trespassing on said lands; five per centum of the proceeds of the sale of public lands lying within the State, which shall be sold by the United States subsequent to the admission of the State into the Union as approved by section 13 of the act of congress enabling the admission of the State into the Union; the principal of all funds arising from the sale of lands and other property which have been, and hereafter may be granted to the State for the support of common schools. The legislature may make further provisions for enlarging said fund. The interest accruing on said fund together with all rentals and other revenues derived therefrom and from lands and other property devoted to the common school fund shall be exclusively applied to the current use of the common schools.

SEC. 4. All schools maintained or supported wholly or in part by the public funds shall be forever free from sectarian control or influence.

SEC. 5. All losses to the permanent common school or any other State educational fund, which shall be occasioned by defalcation, mismanagement or fraud of the agents or officers controlling or managing the same, shall be audited by the proper authorities of the State. The amount so audited shall be a permanent funded debt against the State in favor of the particular fund sustaining such loss, upon which not less than 6 per cent. annual interest shall be paid. The amount of liability so created shall not be counted as a part of the indebtedness authorized and limited elsewhere in this constitution.

ART. XIII, SEC. 1. Educational institutions * * * shall be fostered and supported by the State, subject to such regulations as may be provided by law. The regents, trustees, &c., shall be appointed by the governor by and with the advice and consent of the Senate.

ARTICLE XVI.—*School and granted lands.*

SEC. 1. All the public lands granted to the State are held in trust for all the people, and none of such lands, nor any estate or interest therein, shall ever be disposed of unless the full market value of the estate or interests disposed of, to be ascertained in such manner as may be provided by law, be paid or safely secured to the State; nor shall any lands which the State holds by grant from the United States (in any case in which the manner of disposal and minimum price are so prescribed) be disposed of except in the manner and for at least the price prescribed in the grant thereof, without the consent of the United States.

SEC. 2. None of the lands granted to the State for educational purposes shall be sold otherwise than at public auction to the highest bidder, the value thereof, less the improvements, shall, before any sale, be appraised by a board of appraisers, to be provided by law. The terms of payment also to be prescribed by law, and no sale shall be valid unless the sum bid be equal to the appraised value of said land. In estimating the value of such lands for disposal, the value of improvements thereon shall be excluded: *Provided*, That the sale of all school and university land heretofore made by the commissioners of any county or the university commissioners when the purchase price has been paid in good faith, may be confirmed by the legislature.

SEC. 3. No more than one-fourth of the land granted to the State for educational purposes shall be sold prior to January 1, 1895, and not more than one-half prior to January 1, 1905: *Provided*, That nothing herein shall be so construed as to prevent the State from selling the timber or stone off of any of the State lands in such manner and on such terms as may be prescribed by law. *And provided, further*, That no sale of timber lands shall be valid unless the full value of such lands is paid or secured to the State.

SEC. 4. No more than one hundred and sixty (160) acres of any granted lands of the State shall be offered for sale in one parcel, and all lands within the limits of any incorporated city or within two miles of the boundary of any incorporated city, where the valuation of such lands shall be found by appraisement to exceed one hundred dollars ($100) per acre shall, before the same be sold, be platted into lots and blocks of not more than five acres in a block, and not more than one block shall be offered for sale in one parcel.

SEC. 5. None of the permanent school fund shall ever be loaned to private persons or corporations, but it may be invested in national, State, county or municipal bonds.

ART. XXVI. The following ordinance shall be irrevocable without the consent of the United States and the people of this State. * * *

Fourth. Provision shall be made for the establishment and maintenance of systems of public schools free from sectarian control, which shall be open to all the children of said State.

CONSTITUTION OF IDAHO, JULY 3, 1890.[1]

ART. I, SEC. 20. No property qualification shall ever be required for any person to vote or hold office except in school elections, or elections creating indebtedness.

ART. III, SEC. 19. The legislature shall not pass local or special laws * * * providing for the management of common schools.

ART. IV, SEC. 1. The Executive Department shall consist of * * * and a Superintendent of Public Instruction, each of whom shall hold his office for two years. * * * They shall perform such duties as are prescribed by this constitution and as may be prescribed by law.

SEC. 2. The officers named in section 1, of this Article, shall be elected by the qualified electors of the State, at the time and places of voting for members of the legislature.

SEC. 3. No person shall be eligible to the office of * * * Superintendent of public instruction * * * unless he shall have attained the age of twenty-five years.

SEC. 6. If the office of a * * * Superintendent of public instruction shall be vacated by death, resignation or otherwise, it shall be the duty of the Governor to fill the same by appointment, and the appointee shall hold his office until his successor shall be elected and qualified in such manner as may be provided by law.

SEC. 8. The Governor may require information in writing from the officers of the executive department upon any subject relating to the duties of their respective offices, which information shall be given upon oath whenever so required.

ART. VI, SEC. 2. * * * Until otherwise provided by the Legislature, women who have the qualifications prescribed in this Article may continue to hold such offices and vote at such school elections as provided by the laws of Idaho Territory.

ARTICLE IX.—*Education and School Lands.*

SEC. 1. The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the Legislature of Idaho to establish and maintain a general, uniform and thorough system of public free common schools.

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[1]Constitution of the State of Idaho, adopted in convention at Boise City, August 6, 1889. Boise City, Idaho: The Statesman Printing Company, 1889.

SEC. 2. The general supervision of the public schools of the State shall be vested in a Board of Education, whose powers and duties shall be prescribed by law; the Superintendent of Public Instruction, the Secretary of State, and Attorney-General, shall constitute the Board, of which the Superintendent of Public Instruction shall be President.

SEC. 3. The public school fund of the State shall forever remain inviolate and intact; the interest thereon only shall be expended in the maintenance of the schools of the State, and shall be distributed among the several counties and school districts of the State in such manner as may be prescribed by law. No part of this fund, principal or interest, shall ever be transferred to any other fund, or used or appropriated except as herein provided. The State Treasurer shall be the custodian of this fund, and the same shall be securely and profitably invested as may be by law directed. The State shall supply all losses thereof that may in any manner occur.

SEC. 4. The public school fund of the State shall consist of the proceeds of such lands as have heretofore been granted, or may hereafter be granted, to the State by the General Government, known as school lands, and those granted in lieu of such; lands acquired by gift or grant from any person or corporation, under any law or grant of the General Government; and of all other grants of land or money made to the State from the General Government for general educational purposes, or where no other special purpose is indicated in such grants; all estates or distributive shares of estates that may escheat to the State; all unclaimed shares and dividends of any corporation incorporated under the laws of the State; and all other grants, gifts, devises or bequests made to the State for general educational purposes.

SEC. 5. Neither the Legislature, nor any county, city, town, township, school district, or other public corporation, shall ever make any appropriation, or pay from any public fund or moneys whatever, anything in aid of any church or sectarian or religious society, or for any sectarian or religious purpose, or to help support or sustain any school, academy, seminary, college, university, or other literary or scientific institution, controlled by any church or sectarian or religious denomination whatsoever; nor shall any grant or donation of land, money or other personal property ever be made by the State, or any such public corporation, to any church or for any sectarian or religious purpose.

SEC. 6. No religious test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the State, either as teacher or student; and no teacher or student of any such institution shall ever be required to attend or participate in any religious service whatever. No sectarian or religious tenets or doctrines shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color. No books, papers, tracts, or documents of a political, sectarian or denominational character shall be used or introduced in any schools established under the provisions of this article, nor shall any teacher or any district receive any of the public school moneys in which the schools have not been taught in accordance with the provisions of this Article.

SEC. 7. The Governor, Superintendent of Public Instruction, Secretary of State, and Attorney-General, shall constitute the State Board of Land Commissioners, who shall have the direction, control and disposition of the public lands of the State, under such regulations as may be prescribed by law.

SEC. 8. It shall be the duty of the State Board of Land Commissioners to provide for the location, protection, sale or rental of all the lands heretofore, or which may hereafter be, granted to the State by the General Government, under such regulations as may be prescribed by law, and in such manner as will secure the maximum possible amount therefor: *Provided*, That no school lands shall be sold for less than ten dollars per acre. No law shall ever be passed by the Legislature granting any privileges to persons who may have settled upon any such public lands subsequent

to the survey thereof by the General Government, by which the amount to be derived by the sale or other disposition of such lands, shall be diminished, directly or indirectly. The Legislature shall, at the earliest practicable period, provide by law that the general grants of land made by Congress to the State shall be judiciously located and carefully preserved and held in trust, subject to the disposal at public auction for the use and benefit of the respective objects for which said grants of land were made, and the Legislature shall provide for the sale of said lands from time to time, and for the sale of timber on all State lands, and for the faithful application of the proceeds thereof in accordance with the terms of said grants: *Provided*, That not to exceed twenty-five sections of school land shall be sold in sub-divisions of not to exceed one hundred and sixty (160) acres, to any one individual, company or corporation.

SEC. 9. The Legislature may require by law that every child of sufficient mental and physical ability shall attend the public school throughout the period between the ages of six and eighteen years, for a time equivalent to three years, unless educated by other means.

SEC. 10. The location of the University of Idaho as established by existing laws is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the Territory of Idaho are hereby perpetuated unto the said University. The Regents shall have the general supervision of the University, and the control and direction of all the funds of, and appropriations to, the University, under such regulations as may be prescribed by law. No University lands shall be sold for less than ten dollars per acre, and in sub-divisions not to exceed one hundred and sixty acres to any one person, company or corporation.

SEC. 11. The permanent educational funds, other than funds arising from the disposition of University lands belonging to the State, shall be loaned on first mortgage or improved farm lands within the State or on State or United States bonds, under such regulations as the Legislature may provide: *Provided*, That no loan shall be made of any amount of money exceeding one third of the market value of the lands at the time of the loan exclusive of buildings.

ART. X, SEC. 1. Educational * * * institutions * * * shall be established and supported by the State in such manner as may be prescribed by law.

ART. XVII, SEC. 6. The Legislature, by general and uniform laws, shall provide for the election biennially in each of the several counties of the State of * * * a probate judge, who is ex officio county superintendent of public schools.

CONSTITUTION OF WYOMING, JULY 10, 1890.[1]

ART. I, SEC. 19. No money of the State shall ever be given or appropriated to any sectarian or religious society or institution.

SEC. 23. The right of citizens to opportunities for education shall have practical recognition. The Legislature shall suitably encourage means and agencies calculated to advance the sciences and liberal arts.

ART. III, SEC. 27. The Legislature shall not pass local or special laws * * * providing for the management of common schools.

SEC. 36. No appropriation shall be made for charitable, industrial, educational or benevolent purposes to any person, corporation, or community not under the absolute control of the State, nor to any denominational or sectarian institution or association.

ART. IV, SEC. 11. There shall be chosen by the qualified electors of the State * * * and Superintendent of Public Instruction. * * * They shall severally hold their offices at the seat of government for the term of four years.

SEC. 12. The powers and duties of the * * * and Superintendent of Public Instruction shall be prescribed by law.

[1] Report of the Governor of Wyoming to the Secretary of the Interior, 1889, Washington: Government Printing Office, 1889.

ARTICLE VII.—*Education.*

SEC. 1. The legislature shall provide for the establishment and maintenance of a complete and uniform system of public instruction embracing free elementary schools of every needed kind and grade, a university with such technical and professional departments as the public good may require and the means of the State allow, and such other institutions as may be necessary.

SEC. 2. The following are declared to be perpetual funds for school purposes, of which the annual income only can be appropriated, to-wit: Such per centum as has been or may hereafter be granted by congress on the sale of lands in this State; all moneys arising from the sale or lease of sections number sixteen and thirty-six in each township in the State and the lands selected or that may be selected in lieu thereof; the proceeds of all lands that have been or may hereafter be granted to this State, where, by the terms and conditions of the grant, the same are not to be otherwise appropriated; the net proceeds of lands and other property and effects that may come to the State by escheat or forfeiture, or from unclaimed dividends or distributive shares of the estates of deceased persons; all moneys, stocks, bonds, lands and other property now belonging to the common school fund.

SEC. 3. To the sources of revenue above mentioned shall be added all other grants, gifts and devises that have been or may hereafter be made to this State and not otherwise appropriated by the terms of the grant, gift or devise.

SEC. 4. All moneys, stocks, bonds, lands and other property belonging to a county school fund, except such moneys and property as may be provided by law for current use in aid of public schools, shall belong to and be securely invested and sacredly preserved in the several counties as a county public school fund, the income of which shall be appropriated exclusively to the use and support of free public schools in the several counties of the State.

SEC. 5. All fines and penalties under general laws of the State shall belong to the public school fund of the respective counties and be paid over to the custodians of such funds for the current support of the public schools therein.

SEC. 6. All funds belonging to the State for public school purposes, the interest and income of which only are to be used, shall be deemed trust funds in the care of the State, which shall keep them for the exclusive benefit of the public schools, and shall make good any losses that may in any manner occur, so that the same shall remain forever inviolate and undiminished. None of such funds shall ever be invested or loaned except on the bonds issued by school districts, or registered county bonds of the State, or State securities of this State, or of the United States.

SEC. 7. The income arising from the funds mentioned in the preceding section, together with all the rents of the unsold school lands and such other means as the legislature may provide, shall be exclusively applied to the support of free schools in every county in the State.

SEC. 8. Provision shall be made by general law for the equitable distribution of such income among the several counties according to the number of children of school age in each; which several counties shall in like manner distribute the proportion of said fund by them received respectively to the several school districts embraced therein. But no appropriation shall be made from said fund to any district for the year in which a school has not been maintained for at least three months; nor shall any portion of any public school fund ever be used to support or assist any private school, or any school, academy, seminary, college or other institution of learning controlled by any church or sectarian organization or religious denomination whatsoever.

SEC. 9. The legislature shall make such further provision by taxation or other wise, as with the income arising from the general school fund will create and maintain a thorough and efficient system of public schools, adequate to the proper instruction of all the youth of the State, between the ages of six and twenty-one years, free of charge; and in view of such provision so made, the legislature shall

require that every child of sufficient physical and mental ability shall attend a public school during the period between six and eighteen years for a time equivalent to three years, unless educated by other means.

SEC. 10. In none of the public schools so established and maintained shall distinction or discrimination be made on account of sex, race or color.

SEC. 11. Neither the legislature nor the superintendent of public instruction shall have power to prescribe text books to be used in the public schools.

SEC. 12. No sectarian instruction, qualifications or tests shall be imparted, exacted, applied or in any manner tolerated in the schools of any grade or character controlled by the State, nor shall attendance be required at any religious service therein, nor shall any sectarian tenets or doctrines be taught or favored in any public school or institution that may be established under this constitution.

SEC. 13. The governor, secretary of state, state treasurer and superintendent of public instruction shall constitute the board of land commissioners, which, under direction of the legislature, as limited by this constitution, shall have the direction, control, leasing and disposal of the lands of the State granted, or which may be hereafter granted for the support and benefit of public schools, subject to the further limitations that the sale of all lands shall be at public auction, after such delay (not less than the time fixed by congress), in portions at proper intervals of time, and at such minimum prices (not less than the minimum fixed by congress), as to realize the largest possible proceeds.

SEC. 14. The general supervision of the public schools shall be entrusted to the state superintendent of public instruction, whose powers and duties shall be prescribed by law.

THE UNIVERSITY.

SEC. 15. The establishment of the University of Wyoming is hereby confirmed, and said institution, with its several departments, is hereby declared to be the University of the State of Wyoming. All lands which have been heretofore granted or which may be granted hereafter by congress unto the university as such, or in aid of the instruction to be given in any of its departments, with all other grants, donations or devises for said university, or any of its departments, shall vest in said university, and be exclusively used for the purposes for which they were granted, donated or devised. The said lands may be leased on terms approved by the land commissioners, but may not be sold on terms not approved by congress.

SEC. 16. The university shall be equally open to students of both sexes, irrespective of race or color; and, in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature.

SEC. 17. The legislature shall provide by law for the management of the university, its lands and other property by a board of trustees consisting of not less than seven members, to be appointed by the governor by and with the advice and consent of the senate, and the president of the university, and superintendent of public instruction, as members ex-officio, as such having the right to speak but not to vote. The duties and powers of the trustees shall be prescribed by law.

Article VII, section 23, locates the State University at the city of Laramie, and provides that the legislature shall have no power to change or locate it permanently, but may, ten years after the adoption of the constitution, provide by law for submitting the question of the permanent location to the popular vote.

CONSTITUTION OF MISSISSIPPI, NOVEMBER 1, 1890.[1]

ART. III, SEC. 18. No religious test as a qualification for office shall be required; and no preference shall be given by law to any religious sect, or mode of worship; but the free enjoyment of all religious sentiments and the different modes of worship shall be held sacred. The rights hereby secured shall not be construed to justify acts of licentiousness injurious to morals or dangerous to the peace and safety of the State, or to exclude the Holy Bible from use in any public school of this State.

ART. IV, SEC. 90. The Legislature shall not pass local, private, or special laws * * * providing for the management or support of any private or common school, incorporating the same or granting such school any privileges.

ARTICLE VIII.—*Education.*

SEC. 201. It shall be the duty of the Legislature to encourage by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement, by establishing a uniform system of free public schools, by taxation, or otherwise, for all children between the ages of five and twenty-one years, and, as soon as practicable, to establish schools of higher grade.

SEC. 202. There shall be a Superintendent of Public Education, elected at the same time and in the same manner as the Governor, who shall have the qualifications required of the Secretary of State,[2] and hold his office for four years and until his successor shall be elected and qualified, who shall have the general supervision of the common schools, and of the educational interests of the State, and who shall perform such other duties and receive such compensation as shall be prescribed by law.

SEC. 203. There shall be a Board of Education, consisting of the Secretary of State the Attorney General, and the Superintendent of Public Education, for the management and investment of the school funds, according to law, and for the performance of such other duties as may be prescribed. The Superintendent and one other of said Board shall constitute a quorum.

SEC. 204. There shall be a Superintendent of Public Education in each county, who shall be appointed by the Board of Education by and with the advice and consent of the Senate, whose term of office shall be four years, and whose qualifications, compensation, and duties, shall be prescribed by law; *Provided*, That the Legislature shall have power to make the office of County School Superintendent of the several counties elective, or may otherwise provide for the discharge of the duties of County Superintendent, or abolish said office.

SEC. 205. A public school shall be maintained in each school district in the county at least four months during each scholastic year. A school district neglecting to maintain its school four months, shall be entitled to only such part of the free school fund as may be required to pay the teacher for the time actually taught.

SEC. 206. There shall be a common school fund which shall consist of the poll tax (to be retained in the counties where the same is collected), and an additional sum from the general fund in the State treasury, which together shall be sufficient to maintain the common schools for the term of four months in each scholastic year. But any county or separate school district may levy an additional tax to maintain its schools for a longer time than the term of four months. The common school fund shall be distributed among the several counties and separate school districts, in pro-

[1] Journal of the proceedings of the constitutional convention of the State of Mississippi, begun in the city of Jackson on August 12, 1890, and concluded November 1, 1890. Printed by authority. Jackson, Miss.: E. L. Martin, printer to the convention, 1890.

[2] The governor is elected once in four years at a general election held the first Tuesday after the first Monday in November. The secretary of state must be at least twenty-five years of age, and must have been a citizen of the State five years preceding the day of his election.

portion to the number of educable children in each, to be determined from data collected through the office of the State Superintendent of Education, in the manner to be prescribed by law.

SEC. 207. Separate schools shall be maintained for children of the white and colored races.

SEC. 208. No religious or other sect, or sects, shall ever control any part of the school or other educational funds of this State; nor shall any funds be appropriated towards the support of any sectarian school; or to any school that at the time of receiving such appropriation is not conducted as a free school.

SEC. 209. It shall be the duty of the Legislature to provide by law for the support of institutions for the education of the deaf, dumb and blind.

SEC. 210. No public officer of this State, or any district, county, city or town thereof, nor any teacher or trustee of any public school, shall be interested in the sale, proceeds, or profits of ady books, apparatus, or furniture to be used in any public school in this State. Penalties shall be provided by law for the violation of this section.

SEC. 211. The Legislature shall enact such laws as may be necessary to ascertain the true condition of the title to the 16th Sections of land in this State, or land granted in lieu thereof, in the Choctaw purchase, and shall provide that the Sixteenth section lands reserved for the support of township schools shall not be sold, nor shall they be leased for a longer term than ten years for a gross sum; but the Legislature may provide for the lease of any of said lands for a term not exceeding twenty-five years for a ground rental payable annually, and, in case of uncleared lands, may lease them for such short term as may be deemed proper in consideration of the improvement thereof, with right thereafter to lease for a term, or to hold on payment of ground rent.

SEC. 212. The rate of interest on the fund known as the Chickasaw School Funds and other trust funds for educational purposes, for which the State is responsible, shall be fixed and remain, as long as said funds are held by the State, at six per centum per annum, from and after the close of the fiscal year A. D. 1891, and the distribution of said interest shall be made semi-annually on the first of May and November of each year.

SEC. 213. The State having received and appropriated the land donated to it for the support of Agricultural and Mechanical Colleges, by the United States, and having, in furtherance of the beneficent design of Congress in granting said land, established the Agricultural and Mechanical College of Mississippi, and the Alcorn Agricultural and Mechanical College, it is the duty of the State to sacredly carry out the conditions of the act of Congress upon the subject, approved July 2d, A. D. 1862, and the Legislature shall preserve intact the endowments to, and support, said colleges.

ART. XII, SEC. 243. A uniform poll tax of two dollars, to be used in aid of the common schools, and for no other purpose, is hereby imposed on every male inhabitant of this State between the ages of twenty-one and sixty years, except persons who are deaf and dumb or blind, or who are maimed by loss of hand or foot; said tax to be a lien only upon taxable property. The Board of Supervisors of any county may, for the purpose of aiding the common schools in that county, increase the poll tax in said county, but in no case shall the entire poll tax exceed in any one year three dollars on each poll. No criminal proceedings shall be allowed to enforce the collection of the poll tax.

SEC. 244. On and after the first day of January, A. D. 1892, every elector shall, in addition to the foregoing qualification, be able to read any section of the Constitution of this State; or he shall be able to understand the same when read to him, or give a reasonable interpretation thereof.

CONSTITUTION OF KENTUCKY, APRIL 11, 1891.[1]

SEC. 62. The General Assembly shall not pass local or special acts * * * to provide for the management of common schools.

EDUCATION.

SEC. 190. The General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the State.

SEC. 191. The bond of the Commonwealth issued in favor of the Board of Education for the sum of one million three hundred and twenty-seven thousand dollars shall constitute one bond of the Commonwealth in favor of the Board of Education, and this bond and the seventy-three thousand five hundred dollars of the stock in the Bank of Kentucky, held by the Board of Education, and its proceeds, shall be held inviolate for the purpose of sustaining the system of common schools. The interest and dividends of said fund, together with any sum which may be produced by taxation or otherwise for purposes of common school education, shall be appropriated to the common schools, and to no other purpose. No sum shall be raised or collected for education other than in common schools, until the question of taxation is submitted to the legal voters, and the majority of the votes cast at said election shall be in favor of such taxation: *Provided*, The tax now imposed for educational purposes, and for the endowment and maintenance of the Agricultural and Mechanical College, shall remain until changed by law.

SEC. 192. The General Assembly shall make provisions, by law, for the payment of the interest of said school fund. The General Assembly may make provision for the sale of the stock in the Bank of Kentucky; and in case of a sale of all or any part of said stock, the proceeds of sale shall be invested by the Sinking Fund Commissioners in other good interest-bearing stocks or bonds, which shall be subject to sale and re-investment, from time to time, in like manner, and with the same restrictions, as provided with reference to the sale of the said stock in the Bank of Kentucky.

SEC. 193. Each county in the Commonwealth shall be entitled to its proportion of the school fund on its census of pupil children for each school year; and if the pro rata share of any school district be not called for after the second school year, it shall be covered into the treasury and be placed to the credit of the school fund for the general apportionment the following school year. The surplus now due the several counties shall remain a perpetual obligation against the Commonwealth for the benefit of said respective counties, for which the Commonwealth shall execute its bond, bearing interest at the rate of six per centum per annum, payable annually to the counties respectively entitled to the same, and in the proportion to which they are entitled, to be used exclusively in aid of common schools.

SEC. 194. In distributing the school fund no distinction shall be made on account of race or color, and separate schools for white and colored children shall be maintained.

SEC. 195. A Superintendent of Public Instruction shall be elected by the qualified voters of the State at the same time the Governor is elected, who shall hold his office for four years, and until his successor shall be qualified. His duties, salary, and qualifications shall be prescribed by law.

SEC. 196. So much of any moneys as may be received by the Commonwealth from the United States under the recent act of Congress refunding the direct tax shall become a part of the school fund, and be held as provided in Section 191; but the General Assembly may authorize the use, by the Commonwealth, of the moneys so received, or any part thereof, in which event a bond shall be executed to the Board

[1]Constitution of the Commonwealth of Kentucky adopted by the constitutional convention, April 11, 1891, and submitted to a vote of the people at the August election, 1891. Press of the Courier Job Printing Company, Louisville, Ky.

of Education for the amount so used, which bond shall be held on the same terms and conditions, and subject to the provisions of Section 191, concerning the bond therein referred to.

SEC. 197. No portion of any fund or tax now existing, or that may hereafter be raised or levied for educational purposes, shall be appropriated to, or used by, or in aid of, any church, sectarian or denominational school.

AMENDMENT OF THE CONSTITUTION OF MAINE ADOPTED NOVEMBER, 1892.[1]

No person shall have the right to vote, or be eligible to office under the Constitution of this State, who shall not be able to read the Constitution in the English language, and to write his name: *Provided, however,* That the provisions of this amendment shall not apply to any person prevented by physical disability from complying with its requisitions, nor to any person who now has the right to vote nor to any person who shall be sixty years of age or upwards at the time this amendment takes effect.

THE CONSTITUTION OF NEW YORK, SEPTEMBER 28, 1894.

ARTICLE IX.

SEC. 1. The Legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of the State may be educated.

SEC. 2. The corporation created in the year one thousand seven hundred and eighty-four, under the name of The Regents of the University of the State of New York is hereby continued under the name of the University of the State of New York. It shall be governed and its corporate powers, which may be increased, modified, or diminished by the Legislature, shall be exercised by not less than nine regents.

SEC. 3. The capital of the common school fund, the capital of the literature fund, and the capital of the United States deposit fund shall be respectively preserved inviolate. The revenue of the said common school fund shall be applied to the support of common schools; the revenue of the said literature fund shall be applied to the support of academies; and the sum of twenty-five thousand dollars of the revenues of the United States deposit fund shall each year be appropriated to and made a part of the capital of the said common school fund.

SEC. 4. Neither the State nor any subdivision thereof shall use its property, or credit, any public money, or authorize or permit either to be used, directly or indirectly, in aid or maintenance other than for examination or inspection of any school or institution of learning, wholly or in part under the control or direction of any religious denomination, or in which any denominational tenet or doctrine is taught.

[The date given is that of the adoption of the revised Constitution of the State by the Constitutional Convention.]

THE PROPOSED CONSTITUTION OF UTAH.[2]

ARTICLE X.—*Education.*

SECTION. 1. The legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all the children of the State, and free from sectarian control.

SEC. 2. The public school system shall include kindergarten schools, common schools, consisting of primary and grammar grades; high schools; an agricultural college; a university, and such other schools as the legislature may establish. The

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[1] Printed from copy furnished by the attorney-general of the State.

[2] This constitution was adopted by a convention held in Salt Lake City, pursuant to the provisions of an enabling act for Utah, approved July 16, 1894. It bears the date May 5, 1895. It will be submitted to the popular vote of the Territory the first Monday of November, 1895. The copy here used is that published by authority of the convention, under the supervision of Hon. Richard G. Lambert, chairman of committee on printing, Salt Lake City.

common schools shall be free. The other departments of the system shall be supported as provided by law: *Provided*, That high schools may be maintained free in all cities of the first and second class now constituting school districts, and in such other cities and districts as may be designated by the legislature. But where the proportion of school moneys apportioned or accruing to any city or district shall not be sufficient to maintain all the free schools in such city or district, the high schools shall be supported by local taxation.

SEC. 3. The proceeds of all lands that have been, or may be, granted by the United States to this State for the support of the common schools; the proceeds of all property that may accrue to the State by escheat or forfeiture; and all unclaimed shares and dividends of any corporation incorporated under the laws of this State; the proceeds of the sale of timber, minerals, and other property from school and State lands, other than those granted for specific purposes; and the 5 per cent of the net proceeds of the sales of public lands lying within the State, which shall be sold by the United States, subsequent to the admission of this State into the Union, shall be and remain a perpetual fund, to be called the State school fund, the interest of which only, together with such other means as the legislature may provide, shall be distributed among the several school districts according to the school population residing therein.

SEC. 4. The location and establishment by existing laws of the University of Utah and Agricultural College are hereby confirmed, and all the rights, immunities, franchises, and endowments heretofore granted or conferred are hereby perpetuated unto said university and agricultural college, respectively.

SEC. 5. The proceeds of the sale of lands reserved by an act of Congress approved February 21, 1855, for the establishment of the University of Utah, and of all the lands granted by an act of Congress approved July 16, 1894, shall constitute permanent funds, to be safely invested and held by the State; and the income thereof shall be used exclusively for the support and maintenance of the different institutions and colleges, respectively, in accordance with the requirements and conditions of said acts of Congress.

SEC. 6. In cities of the first and second class, the public school system shall be maintained and controlled by the board of education of such cities, separate and apart from the counties in which said cities are located.

SEC. 7. All public school funds shall be guaranteed by the State against loss or diversion.

SEC. 8. The general control and supervision of the public school system shall be vested in a State board of education, consisting of the superintendent of public instruction and such other persons as the legislature may provide.

SEC. 9. Neither the legislature nor the State board of education shall have power to prescribe text-books to be used in the common schools.

SEC. 10. Institutions for the deaf and dumb and for the blind are hereby established. All property belonging to the School for the Deaf and Dumb, heretofore connected with the University of Utah shall be transferred to said Institution for the Deaf and Dumb. All the proceeds of the lands granted by the United States for the support of a Deaf and Dumb Asylum, and for an Institution for the Blind, shall be a perpetual fund for the maintenance of said institutions. It shall be a trust fund, the principal of which shall remain inviolate, guaranteed by the State against loss or diversion.

SEC. 11. The metric system shall be taught in the public schools of the State.

SEC. 12. Neither religious nor partisan test or qualification shall be required of any person as a condition of admission, as teacher or student, into any public educational institution of the State.

SEC. 13. Neither the legislature nor the county, city, town, school district, or other public corporation shall make any appropriation to aid in the support of any school, seminary, academy, college, university, or other institution controlled in whole, or in part, by any church, sect, or denomination whatever.

CHAPTER II.

REPORT OF THE COMMITTEE OF TEN ON SECONDARY SCHOOL STUDIES, WITH PAPERS RELATING THERETO.

CONTENTS: *I.—Reprint of the Report. II.—The Reform of Secondary Education in the United States, by Nicholas Murray Butler. III.—The Curriculum for Secondary Schools, by William T. Harris. IV.—The Unity of Educational Reform, by Charles W. Eliot. V.—Report of the Committee of Ten, by James H. Baker. VI.—The Report of the Conference on English, by A. F. Nightingale. VII.—The Report from the Point of View of the Large Mixed High School, by O. D. Robinson. VIII.—Bibliography.*

REPORT OF THE COMMITTEE OF TEN.

To the National Council of Education:

The committee of ten appointed at the meeting of the National Educational Association at Saratoga on the 9th of July, 1892, have the honor to present the following report:

At the meeting of the National Council of Education in 1891 a committee appointed at a previous meeting made a valuable report through their chairman, Mr. James H. Baker, then principal of the Denver high school, on the general subject of uniformity in school programmes and in requirements for admission to college. The committee was continued, and was authorized to procure a conference on the subject of uniformity during the meeting of the National Council in 1892, the conference to consist of representatives of leading colleges and secondary schools in different parts of the country. This conference was duly summoned, and held meetings at Saratoga on July 7, 8, and 9, 1892. There were present between twenty and thirty delegates. Their discussions took a wide range, but resulted in the following specific recommendations, which the conference sent to the National Council of Education then in session:

(1) That it is expedient to hold a conference of school and college teachers of each principal subject which enters into the programmes of secondary schools in the United States and into the requirements for admission to college—as for example, of Latin, of geometry, or of American history—each conference to consider the proper limits of its subject, the best methods of instruction, the most desirable allotment of time for the subject, and the best methods for testing the pupils' attainments therein, and each conference to represent fairly the different parts of the country.

(2) That a committee be appointed with authority to select the members of these conferences and to arrange their meetings, the results of all the conferences to be reported to this committee for such action as it may deem appropriate, and to form the basis of a report to be presented to the council by this committee.

(5) That this committee consist of the following gentlemen:

Charles W. Eliot, president of Harvard University, Cambridge, Mass. chairman.

William T. Harris, Commissioner of Education, Washington, D. C.

James B. Angell, president of the University of Michigan, Ann Arbor, Mich.

John Tetlow, head master of the girls' high school and the girls' Latin school, Boston, Mass.

James M. Taylor, president of Vassar College, Poughkeepsie, N. Y.

Oscar D. Robinson, principal of the high school, Albany, N. Y.

James H. Baker, president of the University of Colorado, Boulder, Colo.

Richard H. Jesse, president of the University of Missouri, Columbia, Mo.

James C. Mackenzie, head master of the Lawrenceville school, Lawrenceville, N. J.

Henry C. King, professor in Oberlin College, Oberlin, Ohio.

These recommendations of the conference were adopted by the National Council of Education on the 9th of July, and the council communicated the recommendations to the directors of the National Educational Association, with the further recommendation that an appropriation not exceeding $2,500 be made by the association toward the expenses of these conferences. On the 12th of July the directors adopted a series of resolutions under which a sum not exceeding $2,500 was made available for this undertaking during the academic year 1892–93.

Every gentleman named on the above committee of ten accepted his appointment; and the committee met, with every member present, at Columbia College, New York City, from the 9th to the 11th of November, 1892, inclusive.

In preparation for this meeting a table had been prepared by means of a prolonged correspondence with the principals of selected secondary schools in various parts of the country, which showed the subjects taught in 40 leading secondary schools in the United States, and the total number of recitations, or exercises, allotted to each subject. Nearly 200 schools were applied to for this information; but it did not prove practicable to obtain within three months verified statements from more than 40 schools. This table proved conclusively, first, that the total number of subjects taught in these secondary schools was nearly 40, 13 of which, however, were found in only a few schools; secondly, that many of these subjects were taught for such short periods that little training could be derived from them; and thirdly, that the time allotted to the same subject in the different schools varied widely. Even for the older subjects, like Latin and algebra, there appeared to be a wide diversity of practice with regard to the time allotted to them. Since this table was comparative in its nature—that is, permitted comparisons to be made between different schools—and could be easily misunderstood and misapplied by persons who had small acquaintance with school programmes, it was treated as a confidential document; and was issued at first only to members of the committee of ten and the principals of the schools mentioned in the table. Later, it was sent—still as a confidential paper—to the members of the several conferences organized by the committee of ten.

The committee of ten, after a preliminary discussion on November 9, decided on November 10 to organize conferences on the following subjects: (1) Latin; (2) Greek; (3) English; (4) other modern languages; (5) mathematics; (6) physics, astronomy, and chemistry; (7) natural history (biology, including botany, zoology, and physiology); (8) history, civil government, and political economy; (9) geography (physical geography, geology, and meteorology). They also decided that each conference should consist of ten members. They then proceeded to select the members of each of these conferences, having regard in the selection to the scholarship and experience of the gentlemen named, to the fair division of the members between colleges on the one hand and schools on the other, and to the proper geographical distribution of the total membership. After selecting 90 members for the nine conferences, the committee decided on an additional number of names to be used as substitutes

for persons originally chosen who should decline to serve, from two to four substitutes being selected for each conference. In the selection of substitutes the committee found it difficult to regard the geographical distribution of the persons selected with as much strictness as in the original selection; and, accordingly, when it became necessary to call on a considerable number of substitutes, the accurate geographical distribution of membership was somewhat impaired. The lists of the members of the several conferences were finally adopted at a meeting of the committee on November 11; and the chairman and secretary of a committee were then empowered to fill any vacancies which might occur.

The committee next adopted the following list of questions as a guide for the discussions of all the conferences, and directed that the conferences be called together on the 28th of December:

"(1) In the school course of study extending approximately from the age of 6 to 18 years—a course including the periods of both elementary and secondary instruction—at what age should the study which is the subject of the conference be first introduced?

"(2) After it is introduced, how many hours a week for how many years should be devoted to it?

"(3) How many hours a week for how many years should be devoted to it during the last four years of the complete course; that is, during the ordinary high school period?

"(4) What topics, or parts, of the subject may reasonably be covered during the whole course?

"(5) What topics, or parts, of the subject may best be reserved for the last four years?

"(6) In what form and to what extent should the subject enter into college requirements for admission? Such questions as the sufficiency of translation at sight as a test of knowledge of a language, or the superiority of a laboratory examination in a scientific subject to a written examination on a text-book, are intended to be suggested under this head by the phrase 'in what form.'

"(7) Should the subject be treated differently for pupils who are going to college, for those who are going to a scientific school, and for those who, presumably, are going to neither?

"(8) At what stage should this differentiation begin, if any be recommended?

"(9) Can any description be given of the best method of teaching this subject throughout the school course?

"(10) Can any description be given of the best mode of testing attainments in this subject at college admission examinations?

"(11) For those cases in which colleges and universities permit a division of the admission examination into a preliminary and a final examination, separated by at least a year, can the best limit between the preliminary and final examinations be approximately defined?"

The committee further voted that it was expedient that the conferences on Latin and Greek meet at the same place. Finally, all further questions of detail with regard to the calling and the instruction of the conferences were referred to the chairman with full power.

During the ensuing six weeks, the composition of the nine conferences was determined in accordance with the measures adopted by the committee of ten. Seventy persons originally selected by the committee accepted the invitation of the committee, and 69 of these persons were present at the meetings of their respective conferences on the 28th of December. Twenty substitutes accepted service, of whom 12 were persons selected by the committee of ten, and 8 were selected under the authority granted to the chairman and secretary of the committee in emergencies. One of these 8 gentlemen was selected by a conference at its first meeting. Two gentlemen who accepted service—one of the original members and one substitute—absented themselves from the meetings of their respective conferences without giving any

notice to the chairman of the committee of ten, who was therefore unable to fill their places. With these two exceptions, all the conferences met on December 28 with full membership.

The places of meeting were as follows: For the Latin and Greek conferences, the University of Michigan, Ann Arbor, Mich.; for the English conference, Vassar College, Poughkeepsie, N. Y.; for the conference on other modern languages, the Bureau of Education, Washington, D. C.; for the conference on mathematics, Harvard University, Cambridge, Mass.; for the conference on physics, astronomy, and chemistry, and on natural history, the University of Chicago, Chicago, Ill.; for the conference on history, civil government, and political economy, the University of Wisconsin, Madison, Wis.; for the conference on geography, the Cook County normal school, Englewood, Ill. The committee of ten and all the conferences enjoyed the hospitality of the several institutions at which they met, and the members were made welcome at private houses during the sessions. Through the exertions of Mr. N. A. Calkins, chairman of the trustees of the National Educational Association, important reductions of railroad fares were procured for some members of the committee and of the conferences; but the reductions obtainable were less numerous and considerable than the National Council of Education had hoped. In filling a few vacancies of which notice was received shortly before December 28, it was necessary to regard as one qualification nearness of residence to the appointed places of meeting; but on the whole the weight and effectiveness of the several conferences were not impaired by the necessary replacement of 20 of the members originally selected by the committee of ten. The list of the members of the conferences on the 28th of December was as follows:

1. LATIN.

Prof. Charles E. Bennett, Cornell University, Ithaca, N. Y.
Frederick L. Bliss, principal of the Detroit high school, Detroit, Mich.
John T. Buchanan, principal of the Kansas City high school, Kansas City, Mo.
William C. Collar, head master of the Roxbury Latin school, Roxbury, Mass.
John S. Crombie, principal of the Adelphi Academy, Brooklyn, N. Y.
Prof. James H. Dillard, Tulane University, New Orleans, La.
Rev. William Gallagher, principal of Williston Seminary, Easthampton, Mass.
Prof. William G. Hale, University of Chicago, Chicago, Ill.
Prof. John C. Rolfe, University of Michigan, Ann Arbor, Mich.
Julius Sachs, principal of the Collegiate Institute for Boys, 38 West Fifty-ninth street, New York City.

2. GREEK.

E. W. Coy, principal of the Hughes high school, Cincinnati, Ohio.
Prof. Martin L. D'Ooge, University of Michigan, Ann Arbor, Mich.
A. F. Fleet, superintendent of the Missouri Military Academy, Mexico, Mo.
Ashley D. Hurt, head master of the high school, Tulane University, New Orleans, La.
Robert D. Keep, principal of the Free Academy, Norwich, Conn.
Prof. Abby Leach, Vassar College, Poughkeepsie, N. Y.
Clifford H. Moore, Phillips Academy, Andover, Mass.
William H. Smiley, principal of the high school, Denver, Colo.
Prof. Charles F. Smith, Vanderbilt University, Nashville, Tenn.
Prof. Benjamin I. Wheeler, Cornell University, Ithaca, N. Y.

3. ENGLISH.

Prof. Edward A. Allen, University of Missouri, Columbia, Mo.
F. A. Barbour, Michigan State normal school, Ypsilanti, Mich.
Prof. Frank A. Blackburn, University of Chicago, Chicago, Ill.
Prof. Cornelius B. Bradley, University of California, Berkeley, Cal.
Prof. Francis B. Gummere, Haverford College, Pa.

Prof. Edward E. Hale, jr., University of Iowa, Iowa City, Iowa.
Prof. George L. Kittredge, Harvard University, Cambridge, Mass.
Charles L. Loos, jr., high school, Dayton, Ohio.
W. H. Maxwell, superintendent of schools, Brooklyn, N. Y.
Samuel Thurber, master in the girls' high school, Boston, Mass.

4. OTHER MODERN LANGUAGES.

Prof. Joseph L. Armstrong, Trinity College, Durham, N. C.
Thomas B. Bronson, Lawrenceville school, Lawrenceville, N. J.
Prof. Alphonse N. van Daell, Massachusetts Institute of Technology, Boston, Mass.
Charles H. Grandgent, director of modern language instruction in the public schools, Boston, Mass.
Prof. Charles Harris, Oberlin College, Oberlin, Ohio.
William T. Peck, high school, Providence, R. I.
Prof. Sylvester Primer, University of Texas, Austin, Tex.
John J. Schobinger, principal of a private school for boys, Chicago, Ill.
Isidore H. B. Spiers, William Penn Charter School, Philadelphia, Pa.
Prof. Walter D. Toy, University of North Carolina, Chapel Hill, N. C.

5. MATHEMATICS.

Prof. William E. Byerly, Harvard University, Cambridge, Mass.
Prof. Florian Cajori, Colorado College, Colorado Springs, Colo.
Arthur H. Cutler, principal of a private school for boys, New York City.
Prof. Henry B. Fine, College of New Jersey, Princeton, N. J.
W. A. Greeson, principal of the high school, Grand Rapids, Mich.
Andrew Ingraham, Swain Free School, New Bedford, Mass.
Prof. Simon Newcomb, Johns Hopkins University, and Washington, D. C.
Prof. George D. Olds, Amherst College, Amherst, Mass.
James L. Patterson, Lawrenceville school, Lawrenceville, N. J.
Prof. T. H. Safford, Williams College, Williamstown, Mass.

6. PHYSICS, ASTRONOMY, AND CHEMISTRY.

Prof. Brown Ayers, Tulane University, New Orleans, La.
Irving W. Fay, The Belmont School, Belmont, Cal.
Alfred P. Gage, English high school, Boston, Mass.
George Warren Krall, manual training school, Washington University, St. Louis, Mo.
Prof. William W. Payne, Carleton College, Northfield, Minn.
William McPherson, jr., 2901 Collinwood avenue, Toledo, Ohio.
Prof. Ira Remsen, Johns Hopkins University, Baltimore, Md.
Prof. James H. Shepard, South Dakota Agricultural College, Brookings, S. Dak.
Prof. William J. Waggener, University of Colorado, Boulder, Colo.
George R. White, Phillips Exeter Academy, Exeter, N. H.

7. NATURAL HISTORY (BIOLOGY, INCLUDING BOTANY, ZOOLOGY, AND PHYSIOLOGY).

Prof. Charles E. Bessey, University of Nebraska, Lincoln, Nebr.
Arthur C. Boyden, normal school, Bridgewater, Mass.
Prof. Samuel F. Clarke, Williams College, Williamstown, Mass.
Prof. Douglas H. Campbell, Leland Stanford Junior University, Palo Alto, Cal.
President John M. Coulter, Indiana University, Bloomington, Ind.
Principal S. A. Merritt, Helena, Mont.
W. B. Powell, superintendent of schools, Washington, D. C.
Charles B. Scott, high school, St. Paul, Minn.
Prof. Albert H. Tuttle, University of Virginia, Charlottesville, Va.
O. S. Westcott, principal of the North Division high school, Chicago, Ill.

8. HISTORY, CIVIL GOVERNMENT, AND POLITICAL ECONOMY.

President Charles K. Adams, University of Wisconsin, Madison, Wis.
Prof. Edward G. Bourne, Adelbert College, Cleveland, Ohio.
Abram Brown, principal of the Central high school, Columbus, Ohio.
Prof. A. B. Hart, Harvard University, Cambridge, Mass.
Ray Greene Huling, principal of the high school, New Bedford, Mass.
Prof. Jesse Macy, Iowa College, Grinnell, Iowa.
Prof. James Harvey Robinson, University of Pennsylvania, Philadelphia, Pa.
Prof. William A. Scott, University of Wisconsin, Madison, Wis.
Henry P. Warren, head master of the Albany Academy, Albany, N. Y.
Prof. Woodrow Wilson, College of New Jersey, Princeton, N. J.

9. GEOGRAPHY (PHYSICAL GEOGRAPHY, GEOLOGY, AND METEOROLOGY).

Prof. Thomas C. Chamberlin, University of Chicago, Chicago, Ill.
Prof. George L. Collie, Beloit College, Beloit, Wis.
Prof. W. M. Davis, Harvard University, Cambridge, Mass.
Delwin A. Hamlin, master of the Rice Training School, Boston, Mass.
Prof. Edwin J. Houston, Central high school, Philadelphia, Pa.
Prof. Mark W. Harrington, the Weather Bureau, Washington, D. C.
Charles F. King, Dearborn School, Boston, Mass.
Francis W. Parker, principal of the Cook County Normal School, Englewood, Ill.
G. M. Philips, principal of the State normal school, West Chester, Pa.
Prof. Israel C. Russell, University of Michigan, Ann Arbor, Mich.

The 90 members of the conferences were divided as follows: Forty-seven were in the service of colleges or universities, 42 in the service of schools, and 1 was a Government official formerly in the service of a university. A considerable number of the college men, however, had also had experience in schools. Each conference, in accordance with a recommendation of the committee of ten, chose its own chairman and secretary; and these two officers prepared the report of each conference. Six of the chairmen were college men and 3 were school men, while of the secretaries 2 were college men and 7 school men. The committee of ten requested that the reports of the conferences should be sent to their chairman by the 1st of April, 1893—three months being thus allowed for the preparation of the reports. Seven conferences substantially conformed to this request of the committee; but the reports from the conferences on natural history and geography were delayed until the second week in July. The committee of ten, being of course unable to prepare their own report until all the reports of the December conferences had been received, were prevented from presenting their report, as they had intended, at the education congress which met at Chicago July 27-29.

All the conferences sat for three days. Their discussions were frank, earnest, and thorough; but in every conference an extraordinary unity of opinion was arrived at. The nine reports are characterized by an amount of agreement which quite surpasses the most sanguine anticipations. Only two conferences present minority reports, namely, the conference on physics, astronomy, and chemistry, and the conference on geography; and in the first case the dissenting opinions touch only two points in the report of the majority, one of which is unimportant. In the great majority of matters brought before each conference the decision of the conference was unanimous. When one considers the different localities, institutions, professional experiences, and personalities represented in each of the conferences, the unanimity developed is very striking, and should carry great weight.

Before the 1st of October, 1893, the reports of the conferences had all been printed, after revision in proof by the chairmen of the conferences, respectively, and had been distributed to the members of the committee of ten, together with a preliminary draft of a report for the committee. With the aid of comments and suggestions received from members of the committee a second draft of this report was made

ready in print to serve as the groundwork of the deliberations of the committee at their final meeting. This meeting was held at Columbia College from the 8th to the 11th of November, 1893, inclusive, every member being present except Professor King, who is spending the current academic year in Europe. The points of view and the fields of work of the different members of the committee being fortunately various, the discussions at this prolonged meeting were vigorous and comprehensive, and resulted in a thorough revision of the preliminary report. This third revise having been submitted to the members of the committee, a cordial agreement on both the form and the substance of the present report, with the exceptions stated in the minority report of President Baker, was arrived at after a correspondence which extended over three weeks. The report itself embodies the numerous votes and resolutions adopted by the committee.

Professor King, having received in Europe the conference reports, the two preliminary drafts of the committee's report, and the third revise, desired to have his name signed to the final report.

The council and the public will doubtless be impressed, at first sight, with the great number and variety of important changes urged by the conferences; but on a careful reading of the appended reports it will appear that the spirit of the conferences was distinctly conservative and moderate, although many of their recommendations are of a radical nature. The conferences which found their tasks the most difficult were the conferences on physics, astronomy, and chemistry; natural history; history, civil government, and political economy; and geography; and these four conferences make the longest and most elaborate reports, for the reason that these subjects are to-day more imperfectly dealt with in primary and secondary schools than are the subjects of the first five conferences. The experts who met to confer together concerning the teaching of the last four subjects in the list of conferences all felt the need of setting forth in an ample way what ought to be taught, in what order, and by what method. They ardently desired to have their respective subjects made equal to Latin, Greek, and mathematics in weight and influence in the schools; but they knew that educational tradition was adverse to this desire, and that many teachers and directors of education felt no confidence in these subjects as disciplinary material. Hence the length and elaboration of these reports. In less degree, the conferences on English and other modern languages felt the same difficulties, these subjects being relatively new as substantial elements in school programmes.

The committee of ten requested the conferences to make their reports and recommendations as specific as possible. This request was generally complied with; but, very naturally, the reports and recommendations are more specific concerning the selection of topics in each subject, the best methods of instruction, and the desirable appliances or apparatus, than concerning the allotment of time to each subject. The allotment of time is a very important matter of administrative detail; but it presents great difficulties, requires a comprehensive survey of the comparative claims of many subjects, and in different parts of the country is necessarily affected by the various local conditions and historical developments. Nevertheless, there will be found in the conference reports recommendations of a fundamental and far-reaching character concerning the allotment of programme time to each subject.

It might have been expected that every conference would have demanded for its subject a larger proportion of time than is now commonly assigned to it in primary and secondary schools; but, as a matter of fact, the reports are noteworthy for their moderation in this respect, especially the reports on the old and well-established subjects. The Latin conference declares that "in view of the just demand for more and better work in several other subjects of the preparatory course, it seemed clear to the conference that no increase in the quantity of the preparation in Latin should be asked for." Among the votes passed by the Greek conference will be noticed the following: "That in making the following recommendations this conference desires that the average age at which pupils now enter college should be

lowered rather than raised; and the conference urges that no addition be made in the advanced requirements in Greek for admission to college." The mathematical conference recommends that the course in arithmetic in elementary schools should be abridged, and recommends only a moderate assignment of time to algebra and geometry. The conference on geography says of the present assignment of time to geography in primary and secondary schools that "it is the judgment of the conference that too much time is given to the subject in proportion to the results secured. It is not their judgment that more time is given to the subject than it merits, but that either more should be accomplished or less time taken to attain it."

Anyone who reads these nine reports consecutively will be struck with the fact that all these bodies of experts desire to have the elements of their several subjects taught earlier than they now are, and that the conferences on all the subjects except the languages desire to have given in the elementary schools what may be called perspective views, or broad surveys, of their respective subjects—expecting that in later years of the school course parts of these same subjects will be taken up with more amplitude and detail. The conferences on Latin, Greek, and the modern languages agree in desiring to have the study of foreign languages begin at a much earlier age than now—the Latin conference suggesting by a reference to European usage that Latin be begun from three to five years earlier than it commonly is now. The conference on mathematics wish to have given in elementary schools not only a general survey of arithmetic, but also the elements of algebra, and concrete geometry in connection with drawing. The conference on physics, chemistry, and astronomy urge that nature studies should constitute an important part of the elementary school course from the very beginning. The conference on natural history wish the elements of botany and zoology to be taught in the primary schools. The conference on history wish the systematic study of history to begin as early as the tenth year of age, and the first two years of study to be devoted to mythology and to biography for the illustration of general history as well as of American history. Finally, the conference on geography recommend that the earlier course treat broadly of the earth, its environment and inhabitants, extending freely into fields which in later years of study are recognized as belonging to separate sciences.

In thus claiming entrance for their subjects into the earlier years of school attendance, the conferences on the newer subjects are only seeking an advantage which the oldest subjects have long possessed. The elements of language, number, and geography have long been imparted to young children. As things now are, the high school teacher finds in the pupils fresh from the grammar schools no foundation of elementary mathematical conceptions outside of arithmetic; no acquaintance with algebraic language, and no accurate knowledge of geometrical forms. As to botany, zoology, chemistry, and physics, the minds of pupils entering the high school are ordinarily blank. When college professors endeavor to teach chemistry, physics, botany, zoology, meteorology, or geology to persons of 18 or 20 years of age, they discover that in most instances new habits of observing, reflecting, and recording have to be painfully acquired by the students—habits which they should have acquired in early childhood. The college teacher of history finds in like manner that his subject has never taken any serious hold on the minds of pupils fresh from the secondary schools. He finds that they have devoted astonishingly little time to the subject, and that they have acquired no habit of historical investigation, or of the comparative examination of different historical narratives concerning the same periods or events. It is inevitable, therefore, that specialists in any one of the subjects which are pursued in the high schools or colleges should earnestly desire that the minds of young children be stored with some of the elementary facts and principles of their subject, and that all the mental habits, which the adult student will surely need, begin to be formed in the child's mind before the age of 14. It follows, as a matter of course, that all the conferences except the conference on Greek, make strong suggestions concerning the programmes of primary and grammar schools—generally with some reference to the subsequent programmes of sec-

ondary schools. They desire important changes in the elementary grades, and the changes recommended are all in the direction of increasing simultaneously the interest and the substantial training quality of primary and grammar school studies.

If anyone feels dismayed at the number and variety of the subjects to be opened to children of tender age, let him observe that while these nine conferences desire each their own subject to be brought into the courses of elementary schools, they all agree that these different subjects should be correlated and associated one with another by the programme and by the actual teaching. If the nine conferences had sat all together as a single body, instead of sitting as detached and even isolated bodies, they could not have more forcibly expressed their conviction that every subject recommended for introduction into elementary and secondary schools should help every other; and that the teacher of each single subject should feel responsible for the advancement of the pupils in all subjects, and should distinctly contribute to this advancement.

On one very important question of general policy, which affects profoundly the preparation of all school programmes, the committee of ten and all the conferences are absolutely unanimous. Among the questions suggested for discussion in each conference were the following:

"(7) Should the subject be treated differently for pupils who are going to college, for those who are going to a scientific school, and for those who, presumably, are going to neither?

"(8) At what age should this differentiation begin, if any be recommended?"

The seventh question is answered unanimously in the negative by the conferences, and the eighth therefore needs no answer. The committee of ten unanimously agree with the conferences. Ninety-eight teachers, intimately concerned either with the actual work of American secondary schools, or with the results of that work as they appear in students who come to college, unanimously declare that every subject which is taught at all in a secondary school should be taught in the same way and to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be, or at what point his education is to cease. Thus, for all pupils who study Latin, or history, or algebra, for example, the allotment of time and the method of instruction in a given school should be the same year by year. Not that all the pupils should pursue every subject for the same number of years; but so long as they do pursue it, they should all be treated alike. It has been a very general custom in American high schools and academies to make up separate courses of study for pupils of supposed different destinations, the proportions of the several studies in the different courses being various. The principle laid down by the conferences will, if logically carried out, make a great simplification in secondary school programmes. It will lead to each subject's being treated by the school in the same way by the year for all pupils, and this, whether the individual pupil be required to choose between courses which run through several years, or be allowed some choice among subjects year by year.

Persons who read all the appended reports will observe the frequent occurrence of the statement that, in order to introduce the changes recommended, teachers more highly trained will be needed in both the elementary and the secondary schools. There are frequent expressions to the effect that a higher grade of scholarship is needed in teachers of the lower classes, or that the general adoption of some method urged by a conference must depend upon the better preparation of teachers in the high schools, model schools, normal schools, or colleges in which they are trained. The experienced principal or superintendent in reading the reports will be apt to say to himself: "This recommendation is sound, but can not be carried out without teachers who have received a training superior to that of the teachers now at my command." It must be remembered, in connection with these admissions, or expressions of anxiety, that the conferences were urged by the committee of ten to advise the committee concerning the best possible—almost the ideal—treatment of each subject taught in a secondary school course, without, however, losing sight of the

actual condition of American schools, or pushing their recommendations beyond what might reasonably be considered attainable in a moderate number of years. The committee believe that the conferences have carried out wisely the desire of the committee, in that they have recommended improvements which, though great and seldom to be made at once and simultaneously, are by no means unattainable. The existing agencies for giving instruction to teachers already in service are numerous; and the normal schools and the colleges are capable of making prompt and successful efforts to supply the better trained and equipped teachers for whom the reports of the conferences call.

Many recommendations will be found to be made by more than one conference. Thus, all the conferences on foreign languages seem to agree that the introduction of two foreign languages in the same year is inexpedient; and all of them insist on practice in reading the foreign language aloud, on the use of good English in translating, and on practice in translating the foreign language at sight, and in writing it. Again, all the conferences on scientific subjects dwell on laboratory work by the pupils as the best means of instruction, and on the great utility of the genuine laboratory notebook; and they all protest that teachers of science need at least as thorough a special training as teachers of languages or mathematics receive. In reading the reports, many instances will be noticed in which different conferences have reached similar conclusions without any consultation, or have followed a common line of thought.

Your committee now proceed to give summaries of the most important recommendations made by the conferences as regards topics and methods, reserving the subject of time allotment. But in so doing, they desire to say that the reading of these summaries should not absolve anyone interested in the general subject from reading with care the entire report of every conference. The several reports are so full of suggestions and recommendations concisely and cogently stated that it is impossible to present adequate abstracts of them.

1. LATIN.

An important recommendation of the Latin conference is the recommendation that the study of Latin be introduced into American schools earlier than it now is. They recommend that translation at sight form a constant and increasing part of the examinations for admission to college and of the work of preparation. They next urge that practice in writing Latin should not be dissociated from practice in reading and translating; but, on the contrary, that the two should be carried on with equal steps. The conference desire the schools to adopt a greater variety of Latin authors for beginners, and they give good reasons against the exclusive use of Cæsar's Gallic War. They object to the common practice of putting the teaching of beginners into the hands of the youngest teachers, who have the slenderest equipment of knowledge and experience. They dwell on the importance of attending to pronunciation and reading aloud, to forms, vocabulary, syntax, and order, and to the means of learning to understand the Latin before translating it; and they describe and urge the importance of a higher ideal in translation than now prevails in secondary schools. The formal recommendations of the conference, fourteen in number, will be found concisely stated in numbered paragraphs at the close of their report.

2. GREEK.

The conference on Greek agree with the conference on Latin in recommending the cultivation of reading at sight in schools, and in recommending that practice in translation into the foreign language should be continued throughout the school course. They urge that three years be the minimum time for the study of Greek in schools; provided that Latin be studied four years. They would not have a pupil begin the study of Greek without a knowledge of the elements of Latin. They recommend the substitution of portions of the Hellenica for two books of the Anab-

asis in the requirements for admission to college, and the use of some narrative portions of Thucydides in schools. They urge that Homer should continue to be studied in all schools which provide instruction in Greek through three years, and they suggest that the Odyssey is to be preferred to the Iliad. They regret "that so few colleges through their admission examinations encourage reading at sight in schools." Like the Latin conference, the Greek conference urge that the reading of the text be constantly practiced by both teacher and pupil, "and that teachers require from their pupils no less intelligent reading of the text than accurate translation of the same." The Greek conference also adopted a vote "to concur with the Latin conference as to the age at which the study of Latin should be begun." The specific recommendations of the conference will be found in brief form in the paragraphs at the head of the eleven numbered sections into which their report is divided.

3. ENGLISH.

The conference on English found it necessary to deal with the study of English in schools below the high school grade as well as in the high school. Their opening recommendations deal with the very first years of school, and one of the most interesting and admirable parts of their report relates to English in the primary and the grammar schools.

The conference are of the opinion that English should be pursued in the high school during the entire course of four years; but in making this recommendation the conference have in mind both study of literature and training in the expression of thought. To the study of rhetoric they assign one hour a week in the third year of the high school course. To the subject of historical and systematic grammar they assign one hour a week in the fourth year of the high school course. The intelligent reader of the report of this conference will find described in it the means by which the study of English in secondary schools is to be made the equal of any other study in disciplinary or developing power. The conference claim for English as much time as the Latin conference claim for Latin in secondary schools; and it is clear that they intend that the study shall be in all respects as serious and informing as the study of Latin. One of the most interesting opinions expressed by the conference is "that the best results in the teaching of English in high schools can not be secured without the aid given by the study of some other language; and that Latin and German, by reason of their fuller inflectional system, are especially suited to this end." In the case of high schools, as well as in schools of lower grade, the conference declare that every teacher, whatever his department, should feel responsible for the use of good English on the part of his pupils.

In several passages of this report the idea recurs that training in English must go hand in hand with the study of other subjects. Thus the conference hope for the study of the history and geography of the English-speaking people, so far as these illustrate the development of the English language. They mention that "the extent to which the study of the sources of English words can be carried in any school or class will depend on the acquaintance the pupils possess with Latin, French, and German." They say that the study of words should be so pursued as to illustrate the political, social, intellectual, and religious development of the English race; and they urge that the admission of a student to college should be made to depend largely on his ability to write English, as shown in his examination books on other subjects. It is a fundamental idea in this report that the study of every other subject should contribute to the pupil's training in English, and that the pupil's capacity to write English should be made available and be developed in every other department. The very specific recommendations of the conference as to English requirements for admission to colleges and scientific schools are especially wise and valuable.

4 OTHER MODERN LANGUAGES.

The most novel and striking recommendation made by the conference on modern languages is that an elective course in German or French be provided in the gram-

mar school, the instruction to be open to children at about 10 years of age. The conference made this recommendation "in the firm belief that the educational effects of modern language study will be of immense benefit to all who are able to pursue it under proper guidance." They admit that the study of Latin presents the same advantages; but living languages seem to them better adapted to grammar school work. The recommendations of this conference with regard to the number of lessons a week are specific. They even construct a table showing the time which should be devoted to modern languages in each of the last four years of the elementary schools and in each year of the high school. They plead that "all pupils of the same intelligence and the same degree of maturity be instructed alike, no matter whether they are subsequently to enter a college or scientific school, or intend to pursue their studies no further." The conference also state with great precision what in their judgment may be expected of pupils in German and French at the various stages of their progress. An important passage of the report treats of the best way to facilitate the progress of beginners; pupils should be lifted over hard places; frequent reviews are not to be recommended; new texts stimulate interest and enlarge the vocabulary. Their recommendations concerning translation into English, reading aloud, habituating the ear to the sounds of the foreign language, and translating into the foreign language, closely resemble the recommendations of the conferences on Latin, Greek, and English regarding the best methods of instruction in those languages. In regard to college requirements, the conference agree with several other conferences in stating "that college requirements for admission should coincide with the high school requirements for graduation." Finally, they declare that "the worst obstacle to modern language study is the lack of properly equipped instructors, and that it is the duty of universities, States, and cities to provide opportunities for the special preparation of modern language teachers."

5. MATHEMATICS.

The form of the report of the conference on mathematics differs somewhat from that of the other reports. This report is subdivided under five headings: (1) General conclusions; (2) the teaching of arithmetic; (3) the teaching of concrete geometry; (4) the teaching of algebra; (5) the teaching of formal or demonstrative geometry.

The first general conclusion of the conference was arrived at unanimously. The conference consisted of one Government official and university professor, five professors of mathematics in as many colleges, one principal of a high school, two teachers of mathematics in endowed schools, and one proprietor of a private school for boys. The professional experience of these gentlemen and their several fields of work were various, and they came from widely separated parts of the country; yet they were unanimously of opinion "that a radical change in the teaching of arithmetic was necessary." They recommend "that the course in arithmetic be at once abridged and enriched; abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline, and enriched by a greater number of exercises in simple calculation, and in the solution of concrete problems." They specify in detail the subjects which they think should be curtailed or entirely omitted, and they give in their special report on the teaching of arithmetic a full statement of the reasons on which their conclusion is based. They map out a course in arithmetic which, in their judgment, should begin about the age of 6 years, and be completed at about the thirteenth year of age.

The conference next recommend that a course of instruction in concrete geometry with numerous exercises be introduced into the grammar schools, and that this instruction should, during the earlier years, be given in connection with drawing. They recommend that the study of systematic algebra should be begun at the age of 14; but that, in connection with the study of arithmetic, the pupils should earlier be made familiar with algebraic expressions and symbols, including the method of solving simple equations. "The conference believe that the study of demonstrative

geometry should begin at the end of the first year's study of algebra, and be carried on by the side of algebra for the next two years, occupying about two hours and a half a week." They are also of opinion "that if the introductory course in concrete geometry has been well taught, both plane and solid geometry can be mastered at this time." Most of the improvements in teaching arithmetic which the conference suggest "can be summed up under the two heads of giving the teacher a more concrete form, and paying more attention to facility and correctness in work. The concrete system should not be confined to principles, but be extended to practical applications in measuring and in physics."

In regard to the teaching of concrete geometry, the conference urge that while the student's geometrical education should begin in the kindergarten, or at the latest in the primary school, systematic instruction in concrete or experimental geometry should begin at about the age of 10 for the average student, and should occupy about one school hour a week for at least three years. From the outset of this course, the pupil should be required to express himself verbally as well as by drawing and modeling. He should learn to estimate by the eye, and to measure with some degree of accuracy lengths, angular magnitudes, and areas; to make accurate plans from his own measurements and estimates; and to make models of simple geometrical solids. The whole work in concrete geometry will connect itself on the one side with the work in arithmetic, and on the other with elementary instruction in physics. With the study of arithmetic is therefore to be intimately associated the study of algebraic signs and forms, of concrete geometry, and of elementary physics. Here is a striking instance of the interlacing of subjects which seems so desirable to every one of the nine conferences.

Under the head of teaching algebra, the conference set forth in detail the method of familiarizing the pupil with the use of algebraic language during the study of arithmetic. This part of the report also deals clearly with the question of the time required for the thorough mastery of algebra through quadratic equations. The report on the teaching of demonstrative geometry is a clear and concise statement of the best method of teaching this subject. It insists on the importance of elegance and finish in geometrical demonstration, for the reason that the discipline for which geometrical demonstration is to be chiefly prized is a discipline in complete, exact, and logical statement. If slovenliness of expression, or awkwardness of form is tolerated, this admirable discipline is lost. The conference therefore recommend an abundance of oral exercises in geometry—for which there is no proper substitute—and the rejection of all demonstrations which are not exact and formally perfect. Indeed throughout all the teaching of mathematics the conference deem it important that great stress be laid by the teacher on accuracy of statement and elegance of form as well as on clear and rigorous reasoning. Another very important recommendation in this part of the report is to be found in the following passage: "As soon as the student has acquired the art of rigorous demonstration, his work should cease to be merely receptive. He should begin to devise constructions and demonstrations for himself. Geometry can not be mastered by reading the demonstrations of a text-book, and while there is no branch of elementary mathematics in which purely receptive work, if continued too long, may lose its interest more completely, there is also none in which independent work can be made more attractive and stimulating." These observations are entirely in accordance with the recent practice of some colleges in setting admission examination papers in geometry which demand of the candidates some capacity to solve new problems, or rather to make new application of familiar principles.

6. PHYSICS, CHEMISTRY, AND ASTRONOMY.

The conference on this subject were urgent that the study of simple natural phenomena be introduced into elementary schools, and it was the sense of the conference that at least one period a day from the first year of the primary school should

be given to such study. Apparently the conference entertained the opinion that the present teachers in elementary schools are ill prepared to teach children how to observe simple natural phenomena; for their second recommendation was that special science teachers or superintendents be appointed to instruct the teachers of elementary schools in the methods of teaching natural phenomena. The conference was clearly of opinion that from the beginning this study should be pursued by the pupil chiefly, though not exclusively, by means of experiments and by practice in the use of simple instruments for making physical measurements. The report dwells repeatedly on the importance of the study of things and phenomena by direct contact. It emphasizes the necessity of a large proportion of laboratory work in the study of physics and chemistry, and advocates the keeping of laboratory notebooks by the pupils, and the use of such notebooks as part of the test for admission to college. At the same time the report points out that laboratory work must be conjoined with the study of a text-book and with attendance at lectures or demonstrations, and that intelligent direction by a good teacher is as necessary in a laboratory as it is in the ordinary recitation or lecture room.

The great utility of the laboratory notebook is emphatically stated. To the objection that the kind of instruction described requires much time and effort on the part of the teacher, the conference reply that to give good instruction in the sciences requires of the teacher more work than to give good instruction in mathematics or the languages; and that the sooner this fact is recognized by those who have the management of schools the better for all concerned. The science teacher must regularly spend much time in collecting materials, preparing experiments, and keeping collections in order, and this indispensable labor should be allowed for in programmes and salaries. As regards the means of testing the progress of the pupils in physics and chemistry, the conference were unanimously of opinion that a laboratory examination should always be combined with an oral or written examination, neither test taken singly being sufficient. There was a difference of opinion in the conference on the question whether physics should precede chemistry, or chemistry physics. The logical order would place physics first; but all the members of the conference but one advised that chemistry be put first for practical reasons which are stated in the majority report. A subcommittee of the conference has prepared lists of experiments in physics and chemistry for the use of secondary schools, not, of course, as a prescription, but only as a suggestion, and a somewhat precise indication of the topics which the conference had in mind, and of the limits of the instruction.

7. NATURAL HISTORY.

The conference on natural history unanimously agreed that the study of botany and zoology ought to be introduced into the primary schools at the very beginning of the school course, and be pursued steadily, with not less than two periods a week, throughout the whole course below the high school. In the next place they agreed that in these early lessons in natural science no text-book should be used; but that the study should constantly be associated with the study of literature, language, and drawing. It was their opinion that the study of physiology should be postponed to the later years of the high school course; but that in the high school, some branch of natural history proper should be pursued every day throughout at least one year. Like the report on physics, chemistry, and astronomy, the report on natural history emphasizes the absolute necessity of laboratory work by the pupils on plants and animals, and would have careful drawing insisted on from the beginning of the instruction.

As the laboratory notebook is recommended by the conference on physics, so the conference on natural history recommends that the pupils should be made to express themselves clearly and exactly in words, or by drawings, in describing the object which they observe; and they believe that this practice will be found a valuable aid in training the pupils in the art of expression. They agree with the conference

on physics, chemistry, and astronomy that science examinations should include both a written and a laboratory test, and that the laboratory notebooks of the pupils should be produced at the examination. The recommendations of this conference are therefore very similar to those of the sixth conference, so far as methods go; but there are appended to the general report of the conference on natural history subreports which describe the proper topics, the best order of topics, and the right methods of instruction in botany for schools below the high school, and for the high school itself, and in zoology for the secondary schools. Inasmuch as both the subject-matter and the methods of instruction in natural history are much less familiar to ordinary school teachers than the matter and the methods in the languages and mathematics, the conference believed that descriptive details were necessary in order to give a clear view of the intentions of the conference. In another subreport the conference give their reasons for recommending the postponement to the latest possible time of the study of physiology and hygiene. Like the sixth conference, the conference on natural history protest that no person should be regarded as qualified to teach natural science who has not had special training for this work—a preparation at least as thorough as that of their fellow teachers of mathematics and the languages.

8. HISTORY, CIVIL GOVERNMENT, AND POLITICAL ECONOMY.

The conference on history, civil government, and political economy had a task different in some respects from those of other conferences. It is nowadays admitted that language, natural science, and mathematics should each make a substantial part of education; but the function of history in education is still very imperfectly apprehended. Accordingly the eighth conference were at pains to declare their conception of the object of studying history and civil government in schools, and their belief in the efficiency of these studies in training the judgment, and in preparing children for intellectual enjoyments in after years, and for the exercise at maturity of a salutary influence upon national affairs. They believed that the time devoted in schools to history and the allied subjects should be materially increased, and they have therefore presented arguments in favor of that increase. At the same time, they state strongly their conviction that they have recommended "nothing that was not already being done in some good schools, and that might not reasonably be attained wherever there is an efficient system of graded schools." This conference state quite as strongly as any other their desire to associate the study of their particular subject with that of other subjects which enter into every school programme. They declare that the teaching of history should be intimately connected with the teaching of English; that pupils should be encouraged to avail themselves of their knowledge of ancient and modern languages; and that their study of history should be associated with the study of topography and political geography, and should be supplemented by the study of historical and commercial geography, and the drawing of historical maps. They desire that historical works should be used for reading in schools, and that subjects of English composition should be drawn from the lessons in history. They would have historical poems committed to memory, and the reading of biographies and historical novels encouraged. While they are of opinion that political economy should not be taught in secondary schools, they urge that in connection with United States history, civil government, and commercial geography instruction should be given in the most important economic topics. The conference would therefore have the instruction in history made contributary to the work in three other school departments, namely, English, geography, and drawing. The subject of civil government they would associate with both history and geography.

They would introduce it into the grammar school by means of oral lessons, and into the high school by means of a text-book with collateral reading and oral lessons. In the high school they believe that the study of civil government may be made comparative—that is, that the American method may be compared with foreign systems.

Although the conference was made up of very diverse elements, every member of the conference was heartily in favor of every vote adopted. This remarkable unanimity was not obtained by the silence of dissentients, or the withdrawal of opposition on disputed points. It was the natural result of the strong conviction of all the members that history, when taught by the methods advocated in their report, deserves a position in school programmes which would give it equal dignity and importance with any of the most favored subjects, and that the advantages for all children of the rational study of history ought to be diffused as widely as possible. On one point they made a clearer declaration than any other conference, although several other conferences indicate similar opinions. They declared that their interest was chiefly "in the school children who have no expectation of going to college, the larger number of whom will not even enter a high school," and that their "recommendations are in no way directed to building up the colleges, or increasing the number of college students." Like every other conference, they felt anxious about the qualifications of the teachers who are to be intrusted with the teaching of history, and they urged that only teachers who have had adequate special training should be employed to teach history and civil government. In their specific recommendations they strongly urge that the historical course be made continuous from year to year, and extend through eight years, and in this respect be placed upon the same footing with other substantial subjects.

The answers of this conference to the questions contained in the memorandum sent to the conferences by the committee of ten were specific and clear. They will be found in an appendix to the report of the conference.

In regard to the time to be devoted to history in school programmes, this conference ask for not less than three periods a week throughout a course of eight years; and they suggest that some of this time can be found by contracting the course in arithmetic and using for history a part of the time now given to political geography and to language study. Of these eight years they suggest that four should be in the high school and four in the grammar school. They "especially recommend such a choice of subjects as will give pupils in the grammar schools an opportunity of studying the history of other countries, and to the high schools one year's study on the intensive method."

A large portion of the report is necessarily taken up with the description of what the conference consider the most suitable historical topics and the best methods of teaching history. This portion of the report does not admit of any useful presentation in outline; it must be read in full.

With regard to examinations in history for admission to college, the conference protest "against the present lax and inefficient system," and seem to sum up their own desires on this subject in the statement that "the requirements for college ought to be so framed that the methods of teaching best adapted to meet them will also be best for all pupils."

Like the conferences on scientific subjects, the conference on history insist on notebooks, abstracts, special reports, and other written work as desirable means of teaching. If the recommendations of the nine conferences should be carried out in grammar and high schools, there would certainly be at least one written exercise a day for every pupil—a result which persons interested in training children to write English deem it important to accomplish.

The observations of the conference on geographical training in connection with history are interesting and suggestive, as are also the recurring remarks on the need of proper apparatus for teaching history, such as maps, reference libraries, historical pictures, and photographs. It is not the natural sciences alone which need school apparatus.

9. GEOGRAPHY.

Considering that geography has been a subject of recognized value in elementary schools for many generations, and that a considerable portion of the whole school time of children has long been devoted to a study called by this name, it is some-

what startling to find that the report of the conference on geography deals with more novelties than any other report, exhibits more dissatisfaction with prevailing methods, and makes, on the whole, the most revolutionary suggestions. This conference had but nine members present at its sessions, and before the final revision of its report had been accomplished one of the most valued of its members died. Seven members sign the majority report, and the minority report is presented by one member. The dissenting member, however, while protesting against the views of the majority on many points, concurs with the majority in some of the most important conclusions arrived at by the conference.

It is obvious, on even a cursory reading of the majority and minority reports, that geography means for all the members of this conference something entirely different from the term "geography" as generally used in school programmes. Their definition of the word makes it embrace not only a description of the surface of the earth, but also the elements of botany, zoology, astronomy, and meteorology, as well as many considerations pertaining to commerce, government, and ethnology. "The physical environment of man" expresses as well as any single phrase can the conference's conception of the principal subject which they wish to have taught. No one can read the reports without perceiving that the advanced instruction in geography which the conference conceive to be desirable and feasible in high schools can not be given until the pupils have mastered many of the elementary facts of botany, zoology, geometry, and physics. It is noteworthy also that this ninth conference, like the seventh, dealt avowedly and unreservedly with the whole range of instruction in primary and secondary schools. They did not pretend to treat chiefly instruction in secondary schools, and incidentally instruction in the lower schools; but, on the contrary, grasped at once the whole problem, and described the topics, methods, and apparatus appropriate to the entire course of twelve years. They recognized that complete descriptions would be necessary in all three branches of the subject—topics, methods, and equipment; and they have given these descriptions with an amplitude and force which leave little to be desired.

More distinctly than any other conference, they recognized that they were presenting an ideal course which could not be carried into effect everywhere or immediately. Indeed, at several points they frankly state that the means of carrying out their recommendations are not at present readily accessible, and they exhibit the same anxiety which is felt by several other conferences about training teachers for the kind of work which the conference believe to be desirable. After the full and interesting descriptions of the relations and divisions of geographical science, as the conference define it, the most important sections of their report relate to the methods and means of presenting the subject in schools, and to the right order in developing it. The methods which they advocate require not only better equipped teachers, but better means of illustrating geographical facts in the schoolroom, such as charts, maps, globes, photographs, models, lantern slides, and lanterns. Like all the other conferences on scientific subjects, the ninth conference dwell on the importance of forming from the start good habits of observing correctly and stating accurately the facts observed. They also wish that the instruction in geography may be connected with the instruction in drawing, history, and English. They believe that meteorology may be taught as an observational study in the earliest years of the grammar school, the scholars being even then made familiar with the use of the thermometer, the wind vane, and the rain gauge; and that it may be carried much further in the high school years, after physics has been studied, so that the pupils may then attain a general understanding of topographical maps, of pressure and wind charts, of isothermal charts, and of such complicated subjects as weather prediction, rainfall and the distribution of rain, storms, and the seasonal variations of the atmosphere.

Their conception of physiography is a very comprehensive one. In short, they recommend a study of physical geography which would embrace in its scope the elements of half a dozen natural sciences, and would bind together in one sheaf the various gleanings which the pupils would have gathered from widely separated

fields. There can be no doubt that the study would be interesting, informing, and developing, or that it would be difficult and in every sense substantial.

It already appears that the nine conferences have attended carefully to three out of the five subjects which it was the intention of the National Council of Education that they should examine. They have discussed fully the proper limits of the several subjects of instruction in secondary schools, the best methods of instruction, and the best methods of testing pupils' attainments. The conferences were equally faithful in discussing the other two subjects committed to them by the council, namely, the most desirable allotment of time for each subject and the requirements for admission to college.

The next subject which the committee of ten, following the guidance of the conferences, desire to present to the council is, therefore, the allotment of school time among the various subjects of study. It is the obvious duty of the committee, in the first place, to group together in tabular form the numerous suggestions on this subject made by the conferences. Having exhibited the programme time suggestions of the conferences, it will remain for the committee to construct a flexible and comprehensive schedule of studies, based on the recommendations of the conferences.

TABLE I.

[Abbreviations: p. = a recitation period of 40–45 minutes; wk. = week; yr. = year.]

Subject.	Elementary grades.—Primary and grammar school.								Secondary school.—High school or academy.			
	First year. Age. 6–7.	Second year. 7–8.	Third year. 8–9.	Fourth year. 9–10.	Fifth year. 10–11.	Sixth year. 11–12.	Seventh year. 12–13.	Eighth year. 13–14.	Ninth year. 14–15.	Tenth year. 15–16.	Eleventh year. 16–17.	Twelfth year. 17–18.
1. Latin	Reasons given for beginning Latin earlier than is now the custom.								5 p. a wk.	5 p. a wk.	5 p. a wk.	5 p. a wk.
2. Greek	Latin to be begun a year before Greek.									5 p. a wk.	4 p. a wk.	4 p. a wk.
3. English	Pupils to reproduce orally stories told them, to invent stories, and describe objects.		Supplementary reading begun—and continued through all the grades; composition begun—writing, narratives, and descriptions—oral and written exercises on forms and the sentence.				From this grade no reader to be used.	Grammar, 3 p. a wk.	Literature, 3 p. a wk.; composition, 2 p. a wk.	Literature, 3 p. a wk.; composition, 2 p. a wk.	Literature, 3 p. a wk.; composition, 1 p. a wk.; rhetoric, 1 p. a wk.	Literature, 3 p. a wk.; composition, 1 p. a wk.; grammar, 1 p. a wk.
4. Modern languages					Elective German or French, 5 p. a wk.	Elective German or French, 4 p. a wk.	Elective German or French, 3 p. a wk. at least.	Elective German or French, 3 p. a wk. at least.	The language begun below, 4 p. a wk.	The same language, 4 p. a wk.; second language, 4 p. a wk.	The same language 4 p. a wk.; second language, 4 p. a wk.	The same language, 4 p. a wk.; second language, 4 p. a wk.
5. Mathematics	Arithmetic during first 8 years, with algebraic expressions and symbols and simple equations—no specific number of hours being recommended.				Concrete geometry, 1 p. a wk.	Concrete geometry, 1 p. a wk.	Concrete geometry, 1 p. a wk.	Concrete geometry, 1 p. a wk.	Algebra, 5 p. a wk.	Algebra or bookkeeping and commercial arithmetic, 2½ p. a wk.; geometry, 2½ p. a wk.	Algebra or bookkeeping and commercial arithmetic, 2½ p. a wk.; geometry, 2½ p. a wk.	Trigonometry and higher algebra for candidates for scientific schools.

TABLE I—Continued

Subject.	Elementary grades.—Primary and grammar school.								Secondary school.—High school or academy.			
	First year. Age, 6-7.	Second year. 7-8.	Third year. 8-9.	Fourth year. 9-10.	Fifth year. 10-11.	Sixth year. 11-12.	Seventh year. 12-13.	Eighth year. 13-14.	Ninth year. 14-15.	Tenth year. 15-16.	Eleventh year. 16-17.	Twelfth year. 17-18.
6. Physics, chemistry, and astronomy.	Study of natural phenomena 5 p. a wk. through first 8 years by experiments, including physical measurements and the recommendations of conferences 7 and 9.								Elective astronomy, 5 p. a wk. 12 wks.		Chemistry 5 p. a wk.	Physics, 5 p. a wk.
7. Natural history	Through first 8 years. 2 p. a wk., of not less than 30 minutes each, devoted to plants and animals; the instruction to be correlated with language, drawing, literature, and geography.								One yr. (which yr. not specified) 5 p. a wk. for botany or zoology. Half-yr. (late in course) anatomy, physiology, and hygiene, 5 p. a wk.			
8. History	.....	.....	.....	.....	Biography and mythology, 3 p. a wk.		American history and elements of civil government, 3 p. a wk.	Greek and Roman history, 3 p. a wk.	French history, 3 p. a wk.	English history, 3 p. a wk.	American history, 3 p. a wk.	A special period intensively, and civil government, 3 p. a wk.
9. Geography	Time allotted in first 8 years to equal that given to number work. The subject—the earth, its environment and inhabitants, including the elements of astronomy, meteorology, zoology, botany, history, commerce, races, religions, and governments.							Physical geography.	(Physiography, geology, or meteorology at some part of the high school course. Possibly more than one of these where election is allowed.)		Elective meteorology, ½ this year or next.	Elective geology or physiography. ½ yr.

The preceding table exhibits the demands for programme time made by all the conferences. It will be seen at once that this table does not yield, without modification, a practical programme. The nine conferences acted separately, and were studying each its own needs, and not the comparative needs of all the subjects. It was not for them to balance the different interests, but for each to present strongly one interest. It will further be noticed that some of their demands are not specific—that is, they do not call for any specified number of recitation periods for a definite number of weeks during a stated number of years. The conferences on languages and history are the most definite in their recommendations, the conferences on mathematics and the sciences being much less so. Table I is therefore not a programme, but the materials from which serviceable programmes may be constructed.

The committee of ten deliberately placed in this one table the recommendations of the conferences for the elementary grades and the recommendations for secondary schools, in order that the sequence of the recommendations for each subject might be clearly brought out. The recommendations made for the secondary schools presuppose in many cases that the recommendations made for the elementary schools have been fulfilled; or, at least, in many cases the conferences would have made different recommendations for the secondary schools, if they had been compelled to act on the assumption that things must remain just as they are in the elementary schools.

At this point it is well to call attention to the list of subjects which the conferences deal with as proper for secondary schools. They are: (1) Languages—Latin, Greek, English, German, and French (and locally Spanish); (2) mathematics—algebra, geometry, and trigonometry; (3) general history, and the intensive study of special epochs; (4) natural history—including descriptive astronomy, meteorology, botany, zoology, physiology, geology, and ethnology, most of which subjects may be conveniently grouped under the title of physical geography; and (5) physics and chemistry. The committee of ten assent to this list, both for what it includes and for what it excludes, with some practical qualifications to be mentioned below.

Table II exhibits the total amount of instruction (estimated by the number of weekly periods assigned to each subject) to be given in a secondary school during each year of a four years' course, on the supposition that the recommendations of the conferences are all carried out.

TABLE II.

First secondary school year.		*Second secondary school year.*	
Latin	5 p.	Latin	5 p.
English literature....3 p. English composition..2 p.	5 p.	Greek	5 p.
German or French	4 p.	English literature....3 p. English composition..2 p.	5 p.
Algebra	5 p.	German	4 p.
History	3 p.	French	4 p.
	22 p.	Algebra*..2½ p. Geometry..2½ p.	5 p.
		Astronomy (12 weeks)	5 p.
		Botany or zoology	5 p.
		History	3 p.
			37½ p.
		*Option of bookkeeping and commercial arithmetic.	
Third secondary school year.		*Fourth secondary school year.*	
Latin	5 p.	Latin	5 p.
Greek	4 p.	Greek	4 p.
English literature....3 p. English composition..1 p. Rhetoric.....1 p.	5 p.	English literature....3 p. English composition..1 p. English grammar....1 p.	5 p.
German	4 p.	German	4 p.
French	4 p.	French	4 p.
Algebra*	2½ p.	Trigonometry..2 p. ½ yr. Higher algebra..3 p. ½ yr.	2 p.
Geometry	2½ p.	Physics	5 p.
Chemistry	5 p.	Anatomy, physiology, and hygiene, ½ yr	5 p.
History	3 p.	History	3 p.
	35 p.	Geology or physiography..3 p. ½ yr. Meteorology.....3 p. ½ yr.	3 p.
			37½ p.
*Option of bookkeeping and commercial arithmetic.			

The method of estimating the amount of instruction offered in any subject by the number of recitation periods assigned to it each week for a given number of years or half years is in some respects an inadequate one, for it takes no account of the scope and intensity of the instruction given during the periods; but so far as it goes, it is trustworthy and instructive. It represents with tolerable accuracy the proportional expenditure which a school is making on a given subject, and therefore the proportional importance which the school attaches to that subject. It also represents roughly the proportion of the pupil's entire school time which he can devote to a given subject, provided he is free to take all the instruction offered in that subject. All experience shows that subjects deemed important get a large number of weekly periods, while those deemed unimportant get a small number. Moreover, if the programme time assigned to a given subject be insufficient, the value of that subject as training can not be got, no matter how good the quality of the instruction.

Every one of these years except the first contains much more instruction than any one pupil can follow; but, looking at the bearing of the table on the important question of educational expenditure, it is encouraging to observe that there are already many secondary schools in this country in which quite as many subjects are taught as are mentioned in this table, and in which there are more weekly periods of instruction provided for separate classes than are found in any year of the table. In some urban high schools which provide from five to nine different courses of three to five years each, and in some endowed secondary schools which maintain two or three separate courses called classical, Latin-scientific, and English, or designated by similar titles, the total number of weekly periods of unrepeated instruction given to distinct classes is even now larger than the largest total of weekly periods found in Table II. The annual expenditure in such schools is sufficient to provide all the instruction called for by Table II. The suggestions of the conferences presuppose that all the pupils of like intelligence and maturity in any subject study

it in the same way and to the same extent, so long as they study it at all, this being a point on which all the conferences insist strongly. No provision is made, therefore, for teaching Latin or algebra or history to one portion of a class four times a week, and to another portion of the same class only thrice or twice a week. Such provisions are very common in American schools, but the recommendations of the conferences, if put into effect, would do away with all expenditures of this sort.

It clearly appears from Table II that the recommendations of the conferences on scientific subjects have been moderate so far as the proposed allotment of time to them is concerned. The conferences on physics, chemistry and astronomy, natural history, and geography held one combined session in Chicago, and passed a resolution that one-fourth of the whole high school course ought to be devoted to natural science, their intention doubtless being that each pupil should devote one-quarter of his time to science; yet if all the time asked for in secondary schools by the scientific conferences be added together it will appear, first, that the rare pupil who should take all the scientific instruction provided would need for it only one-quarter of his time, and secondly, that less than one-sixth of the whole instruction to be given in accordance with the combined recommendations of all the conferences is devoted to subjects of natural science. The first year of the secondary school course according to Table II will contain no science at all; and it is only in the last year of the secondary school that the proportion of natural science teaching rises to one-fourth of the whole instruction.

In studying these two tables which result from the recommendations of the conferences, the committee of ten perceived at once that if the recommendations are to be carried out, so far as offering the instruction proposed is concerned, a selection of studies for the individual pupil must be made in the second, third, and fourth years of the secondary school course. This selection will obviously be made in different ways in different schools. Any school principal may say, "With the staff at my command I can teach only five subjects out of those proposed by the conferences in the manner proposed. My school shall therefore be limited to these five." Another school may be able to teach in the thorough manner proposed five subjects, but some or all of these five may be different from those selected by the first school. A larger or richer school may be able to teach all the subjects mentioned, and by the methods and with the apparatus described. In the last case, each pupil, under the supervision of the teachers, and with the advice of parents or friends, may make choice between several different four-year courses arranged by the school; or, if the school authorities prefer, the pupil may be allowed to make year by year a carefully guided choice among a limited number of subjects; or these two methods may be combined. Selection for the individual is necessary to thoroughness and to the imparting of power as distinguished from information, for any large subject whatever to yield its training value must be pursued through several years and be studied from three to five times a week; and if each subject studied is thus to claim a considerable fraction of the pupil's school time, then clearly the individual pupil can give attention to only a moderate number of subjects.

In Table II the number of weekly periods assigned to a single subject varies from two to five, about half of the assignments being made for five periods a week. There is an obvious convenience in the number five because it ordinarily gives one period a day for five days in the week; but there is also an obvious disadvantage in making too free use of the number five. It practically limits to three or, at most, four the number of subjects which the individual pupil may pursue simultaneously; and this limit is inexpedient in a four years' programme.

The committee have therefore prepared the following modification of Table II, using four as the standard number of weekly periods, except in the first year of a new language, and in the few cases in which the conferences advise a number smaller than four. By this means the total number of periods is somewhat reduced, except in the first year, and the number of periods allotted to different subjects are made

more consonant, each with the others. The result is only a correlation and adjustment of the recommendations of the conferences, no judgment or recommendation of the committee being expressed in it:

TABLE III.

First secondary school year.		*Second secondary school year.*	
Latin	5 p.	Latin	4 p.
English literature ... 2 p.		Greek	5 p.
English composition. 2 p.	4 p.	English literature ... 2 p.	
German [or French]	5 p.	English composition. 2 p.	4 p.
Algebra	4 p.	German, continued	4 p.
History of Italy, Spain, and France	3 p.	French, begun	5 p.
Applied geography (European political—continental and oceanic flora and fauna)	4 p.	Algebra,*. 2 p.	
		Geometry. 2 p.	4 p.
		Botany or zoology	4 p.
		English history to 1688	3 p.
	25 p.		33 p.
		* Option of bookkeeping and commercial arithmetic.	
Third secondary school year.		*Fourth secondary school year.*	
Latin	4 p.	Latin	4 p.
Greek	4 p.	Greek	4 p.
English literature ... 2 p.		English literature ... 2 p.	
English composition. 1 p.	4 p.	English composition. 1 p.	4 p.
Rhetoric ... 1 p.		English grammar .... 1 p.	
German	4 p.	German	4 p.
French	4 p.	French	4 p.
Algebra,*. 2 p.		Trigonometry ...	
Geometry. 2 p.	4 p.	Higher algebra .	2 p.
Physics	4 p.	Chemistry	4 p.
History, English and American	3 p.	History (intensive) and civil government	3 p.
Astronomy .. 3 p. 1st ½ yr.		Geology or physiography, 4 p. 1st ½ yr.	
Meteorology. 3 p. 2nd ½ yr.	3 p.	Anatomy, physiology, and hygiene, 4 p. 2nd ½ yr.	4 p.
	34 p.		33 p.
* Option of bookkeeping and commercial arithmetic.			

The adoption of the number four as the standard number of weekly periods will not make it impossible to carry into effect the fundamental conception of all the conferences, namely, that all the subjects which make part of the secondary school course should be taught consecutively enough and extensively enough to make every subject yield that training which it is best fitted to yield, provided that the proposed correlation and association of subjects are carried out in practice. With regard to the arrangement or sequence of subjects, the committee follow in this table the recommendations of the conferences with only slight modifications. They insert in the first year applied geography, using the term in the sense in which it is used by the conference on geography; and they make this insertion in order that natural science may be represented in the programme of that year, and that a complete break of continuity, as regards science subjects, between the eighth grade and the second year of the secondary school may be avoided. They have felt obliged to put physics into the third year and chemistry into the fourth, in order that the subject of physics may precede meteorology and physiography; and they have slightly increased the number of lessons in astronomy. With regard to the proportions of school time to be devoted to the different subjects, Table III reduces somewhat the proportional time devoted to Latin, English, and mathematics, and increases the proportional time to be devoted to natural science. In a secondary school which teaches all the subjects recommended by the conferences, and to the extent contemplated in Table III, nearly one-fifth of the whole instruction given will be devoted to natural science.

The committee regard Table III not, of course, as a feasible programme, but as the possible source of a great variety of good secondary school programmes. It would be difficult to make a bad programme out of the materials contained in this table, unless indeed the fundamental principles advocated by the conferences should be neglected. With some reference to Table I, excellent six-year and five-year programmes for secondary schools can readily be constructed by spreading the subjects contained in Table III over six or five years instead of four—of course with some changes in the time allotment.

The details of the time allotment for the several studies which enter into the secondary school programme may seem to some persons mechanical, or even trivial—a technical matter to be dealt with by each superintendent of schools, or by each principal of a secondary school, acting on his own individual experience and judgment; but such is not the opinion of the committee of ten. The committee believe that to establish just proportions between the several subjects, or groups of allied subjects, on which the conferences were held, it is essential that each principal subject shall be taught thoroughly and extensively, and, therefore, for an adequate number of periods a week on the school programme. If twice as much time is given in a school to Latin as is given to mathematics, the attainments of the pupils in Latin ought to be twice as great as they are in mathematics, provided that equally good work is done in the two subjects, and Latin will have twice the educational value of mathematics. Again, if in a secondary school Latin is steadily pursued for four years with four or five hours a week devoted to it, that subject will be worth more to the pupil than the sum of half a dozen other subjects, each of which has one-sixth of the time allotted to Latin. The good effects of continuous study in one subject will be won for the pupil through the Latin, and they will not be won through the six other subjects among which only so much time as is devoted to the single language has been divided. If every subject studied at all is to be studied thoroughly and consecutively, every subject must receive an adequate time allotment. If every subject is to provide a substantial mental training, it must have a time allotment sufficient to produce that fruit. Finally, since selection must be exercised by or on behalf of the individual pupil, all the subjects between which choice is allowed should be approximately equivalent to each other in seriousness, dignity, and efficacy. Therefore they should have approximately equal time allotments. The conferences have abundantly shown how every subject which they recommend can be made a serious subject of instruction, well fitted to train the pupil's powers of observation, expression, and reasoning. It remains for makers of school programmes to give every subject the chance of developing a good training capacity by giving it an adequate time allotment.

The schedule of studies contained in Table III permits flexibility and variety in three respects. First, it is not necessary that any school should teach all the subjects which it contains, or any particular set of subjects. Secondly, it is not necessary that the individual pupil should everywhere and always have the same number of periods of instruction per week. In one school the pupils might have but sixteen periods a week, in another twenty; or in some years of the course the pupils might have more periods a week than in other years. Within the schedule many particular arrangements for the convenience of a school or for the welfare of an individual pupil would be possible. Thirdly, it is not necessary that every secondary school should begin its work at the level which is assumed as the starting point of secondary instruction in Tables I, II, and III. If in any community the high school has no such grammar school foundation beneath it as is imagined in Table I it will simply have to begin its work lower down in the table. The sequence of studies recommended by the conferences would still serve as a guide; but the demarcation between the elementary schools and the high school would occur in that community at a lower point. From this point of view Tables I, II, and III may be considered to set a standard toward which secondary schools should tend, and not a standard to which they can at once conform.

The adoption of a programme based on Table III would not necessarily change at all the relation of a school to the colleges or universities to which it habitually sends pupils. Any such programme would lend itself either to the examination method of admission to college, or to the certificate method; and it could be slightly modified in such a way as to meet the present admission requirements of any college in the country. Future changes in admission requirements might fairly be made with a view to the capabilities of programmes based on Table III.

As samples of school programmes constructed within the schedules of Table III, the committee present the following working programmes, which they recommend for trial wherever the secondary school period is limited to four years. All four combined might, of course, be tabulated as one programme with options by subject.

These four programmes taken together use all the subjects mentioned in Table III, and usually, but not always, to about the amounts there indicated. History and English suffer serious contraction in the classical programme. All four programmes conform to the general recommendations of the conferences, that is, they treat each subject in the same way for all pupils with trifling exceptions; they give time enough to each subject to win from it the kind of mental training it is fitted to supply; they put the different principal subjects on an approximate equality so far as time allotment is concerned; they omit all short information courses; and they make sufficiently continuous the instruction in each of the main lines, namely, language, science, history, and mathematics. With slight modifications, they would prepare the pupils for admission to appropriate courses in any American college or university on the existing requirements, and they would also meet the new college requirements which are suggested below.

In preparing these programmes, the committee were perfectly aware that it is impossible to make a satisfactory secondary school programme, limited to a period of four years, and founded on the present elementary school subjects and methods. In the opinion of the committee, several subjects now reserved for high schools, such as algebra, geometry, natural science, and foreign languages, should be begun earlier than now, and therefore within the schools classified as elementary; or, as an alternative, the secondary school period should be made to begin two years earlier than at present, leaving six years instead of eight for the elementary school period. Under the present organization, elementary subjects and elementary methods are, in the judgment of the committee, kept in use too long.

The most striking differences in the four programmes will be found, as is intimated in the headings, in the relative amounts of time given to foreign languages. In the classical programme the foreign languages get a large share of time; in the English programme a small share. In compensation, English and history are more developed in the English programme than in the classical.

Many teachers will say, at first sight, that physics comes too early in these programmes and Greek too late. One member of the committee is firmly of the opinion that Greek comes too late. The explanation of the positions assigned to these subjects is that the committee of ten attached great importance to two general principles in programme making. In the first place, they endeavored to postpone till the third year the grave choice between the classical course and the Latin-scientific. They believed that this bifurcation should occur as late as possible, since the choice between these two roads often determines for life the youth's career. Moreover, they believed that it is possible to make this important decision for a boy on good grounds only when he has had opportunity to exhibit his quality and discover his tastes by making excursions into all the principal fields of knowledge. The youth who has never studied any but his native language can not know his own capacity for linguistic acquisition; and the youth who has never made a chemical or physical experiment can not know whether or not he has a taste for exact science. The wisest teacher, or the most observant parent, can hardly predict with confidence a boy's gift for a subject which he has never touched. In these considerations the

committee found strong reasons for postponing bifurcation and making the subjects of the first two years as truly representative as possible. Secondly, inasmuch as many boys and girls who begin the secondary school course do not stay in school more than two years, the committee thought it important to select the studies of the first two years in such a way that linguistic, historical, mathematical, and scientific subjects should all be properly represented. Natural history being represented by physical geography, the committee wished physics to represent the inorganic sciences of precision. The first two years of any one of the four programmes presented above will, in the judgment of the committee, be highly profitable by themselves to children who can go no further.

TABLE IV.

Year.	Classical. Three foreign languages (one modern).		Latin-scientific. Two foreign languages (one modern).	
I.	Latin	5 p.	Latin	5 p.
	English	4 p.	English	4 p.
	Algebra	4 p.	Algebra	4 p.
	History	4 p.	History	4 p.
	Physical geography	3 p.	Physical geography	3 p.
		20 p.		20 p.
II.	Latin	5 p.	Latin	5 p.
	English	2 p.	English	2 p.
	German* [or French] begun	4 p.	German [or French] begun	4 p.
	Geometry	3 p.	Geometry	3 p.
	Physics	3 p.	Physics	3 p.
	History	3 p.	Botany or zoology	3 p.
		20 p.		20 p.
III.	Latin	4 p.	Latin	4 p.
	Greek*	5 p.	English	3 p.
	English	3 p.	German [or French]	4 p.
	German [or French]	4 p.	Mathematics { algebra.. 2 / geometry 2 }	4 p.
	Mathematics { algebra.. 2 / geometry 2 }	4 p.	Astronomy ½ yr. and meteorology ½ yr.	3 p.
		20 p.	History	2 p.
				20 p.
IV.	Latin	4 p.	Latin	4 p.
	Greek	5 p.	English { as in classical 2 / additional 2 }	4 p.
	English	2 p.	German [or French]	3 p.
	German [or French]	3 p.	Chemistry	3 p.
	Chemistry	3 p.	Trigonometry and higher algebra or History	3 p.
	Trigonometry and higher algebra or History	3 p.	Geology or physiography ½ yr. and Anatomy, physiology, and hygiene ½ yr.	3 p.
		20 p.		20 p.

* In any school in which Greek can be better taught than a modern language, or in which local public opinion or the history of the school makes it desirable to teach Greek in an ample way, Greek may be substituted for German or French in the second year of the classical programme.

TABLE IV—Continued.

Year.	Modern languages. Two foreign languages (both modern).	English. One foreign language (ancient or modern).
I.	French [or German] begun..... 5 p. English..... 4 p. Algebra..... 4 p. History..... 4 p. Physical geography..... 3 p. 20 p.	Latin or German or French..... 5 p. English..... 4 p. Algebra..... 4 p. History..... 4 p. Physical geography..... 3 p. 20 p.
II.	French [or German]..... 4 p. English..... 2 p. German [or French] begun..... 5 p. Geometry..... 3 p. Physics..... 3 p. Botany or zoology..... 3 p. 20 p.	Latin or German or French.. 5 or 4 p. English..... 3 or 4 p. Geometry..... 3 p. Physics..... 3 p. History..... 3 p. Botany or zoology..... 3 p. 20 p.
III.	French [or German]..... 4 p. English..... 3 p. German [or French]..... 4 p. Mathematics { algebra.. 2 / geometry 2 } ..... 4 p. Astronomy ½ yr. and meteorology ½ yr. 3 p. History..... 2 p. 20 p.	Latin or German or French..... 4 p. English { as in others 3 / additional.. 2 } ..... 5 p. Mathematics { algebra.. 2 / geometry 2 } ..... 4 p. Astronomy ½ yr. and meteorology ½ yr. 3 p. History { as in the Latin-scientific..... 2 / additional ..... 2 } 4 p. 20 p.
IV.	French [or German]..... 3 p. English { as classical. 2 / additional.. 2 } ..... 4 p. German [or French]..... 4 p. Chemistry..... 3 p. Trigonometry and higher algebra or History } 3 p. Geology or physiography... ½ yr. and Anatomy, physiology, and hygiene ½ yr. } 3 p. 20 p.	Latin or German or French..... 4 p. English { as in classical 2 / additional ... 2 } ..... 4 p. Chemistry..... 3 p. Trigonometry and higher algebra 3 p. History..... 3 p. Geology or physiography.. ½ yr. and Anatomy, physiology, and hygiene..... ½ yr. } 3 p. 20 p.

Although the committee thought it expedient to include among the four programmes one which included neither Latin nor Greek, and one which included only one foreign language (which might be either ancient or modern), they desired to affirm explicitly their unanimous opinion that, under existing conditions in the United States as to the training of teachers and the provision of necessary means of instruction, the two programmes called respectively modern languages and English must in practice be distinctly inferior to the other two.

In the construction of the sample programmes the committee adopted twenty as the maximum number of weekly periods, but with two qualifications, namely, that at least five of the twenty periods should be given unprepared work, and that laboratory subjects should have double periods whenever that prolongation should be possible.

The omission of music, drawing, and elocution from the programmes offered by the committee was not intended to imply that these subjects ought to receive no systematic attention. It was merely thought best to leave it to local school authorities to determine, without suggestions from the committee, how these subjects should be introduced into the programmes in addition to the subjects reported on by the conferences.

The committee were governed in the construction of the first three programmes by the rule laid down by the language conferences, namely, that two foreign languages should not be begun at the same time. To obey this rule is to accept strict limitations in the construction of a four years' classical programme. A five years' or six years' programme can be made much more easily under this restriction. The committee were anxious to give five weekly periods to every foreign language in the year when it was first attacked, but did not find it possible to do so in every case.

The four programmes can be carried out economically in a single school, because, with a few inevitable exceptions, the several subjects occur simultaneously in at least three programmes and with the same number of weekly periods.

Numerous possible transpositions of subjects will occur to every experienced teacher who examines these specimen programmes. Thus, in some localities it would be better to transpose French and German; the selection and order of science subjects might be varied considerably to suit the needs or circumstances of different schools, and the selection and order of historical subjects admit of large variety.

Many subjects now familiar in secondary school courses of study do not appear in Table III or in the specimen programmes given above, but it must not be supposed that the omitted subjects are necessarily to be neglected. If the recommendations of the conference were carried out, some of the omitted subjects would be better dealt with under any one of the above programmes than they are now under familiar high school and academy programmes in which they figure as separate subjects. Thus, drawing does not appear as a separate subject in the specimen programmes, but the careful reader of the conference reports will notice that drawing, both mechanical and free-hand, is to be used in the study of history, botany, zoology, astronomy, meteorology, physics, geography, and physiography, and that the kind of drawing recommended by the conference is the most useful kind, namely, that which is applied to recording, describing, and discussing observations. This abundant use of drawing might not prevent the need of some special instruction in drawing, but it ought to diminish the number of periods devoted exclusively to drawing. Again, neither ethics nor economics, neither metaphysics nor æsthetics appear in the programmes, but in the large number of periods devoted to English and history there would be some time for incidental instruction in the elements of these subjects. It is through the reading and writing required of pupils, or recommended to them, that the fundamental ideas on these important topics are to be inculcated. Again, the industrial and commercial subjects do not appear in these programmes, but bookkeeping and commercial arithmetic are provided for by the option for algebra designated in Table III; and if it were desired to provide more amply for subjects thought to have practical importance in trade or the useful arts, it would be easy to provide options in such subjects for some of the sciences contained in the third and fourth years of the "English" programme.

The committee of ten think much would be gained if, in addition to the usual programme hours, a portion of Saturday morning should be regularly used for laboratory work in the scientific subjects. Laboratory work requires more consecutive time than the ordinary period of recitation affords; so that an hour and a half is about the shortest advantageous period for a laboratory exercise. The committee venture to suggest further that, in addition to the regular school sessions in the morning, one afternoon in every week should be used for out-of-door instruction in geography, botany, zoology, and geology, these afternoon and Saturday morning exercises being counted as regular work for the teachers who conduct them. In all laboratory and field work, the committee believe that it will be found profitable to employ as assistants to the regular teachers—particularly at the beginning of laboratory and field work in each subject—recent graduates of the secondary schools who have themselves followed the laboratory and field courses; for at the beginning the pupil will need a large amount of individual instruction in the manipulation of specimens, the use of instruments, and the prompt recording of observations. One teacher without

assistants can not supervise effectively the work of 30 or 40 pupils, either in the laboratory or in the field. The laboratory work on Saturday mornings could be maintained throughout the school year; the afternoon excursions would of course be difficult, or impossible, for perhaps a third of the school year.

In general, the committee of ten have endeavored to emphasize the principles which should govern all secondary school programmes, and to show how the main recommendations of the several conferences may be carried out in a variety of feasible programmes.

One of the subjects which the committee of ten were directed to consider was requirements for admission to college, and particularly they were expected to report on uniform requirements for admission to colleges, as well as on a uniform secondary school programme. Almost all the conferences have something to say about the best mode of testing the attainments of candidates at college admission examinations, and some of them, notably the conferences on history and geography, make very explicit declarations concerning the nature of college examinations. The improvements desired in the mode of testing the attainments of pupils who have pursued in the secondary schools the various subjects which enter into the course will be found clearly described under each subject in the several conference reports, but there is a general principle concerning the relation of the secondary schools to colleges which the committee of ten, inspired and guided by the conferences, feel it their duty to set forth with all possible distinctness.

The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for colleges. Only an insignificant percentage of the graduates of these schools go to colleges or scientific schools. Their main function is to prepare for the duties of life that small proportion of all the children in the country—a proportion small in number, but very important to the welfare of the nation—who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain so long at school. There are, to be sure, a few private or endowed secondary schools in the country which make it their principal object to prepare students for the colleges and universities, but the number of these schools is relatively small. A secondary school programme intended for national use must therefore be made for those children whose education is not to be pursued beyond the secondary school. The preparation of a few pupils for college or scientific school should in the ordinary secondary school be the incidental and not the principal object. At the same time, it is obviously desirable that the colleges and scientific schools should be accessible to all boys or girls who have completed creditably the secondary school course. Their parents often do not decide for them, four years before the college age, that they shall go to college, and they themselves may not, perhaps, feel the desire to continue their education until near the end of their school course. In order that any successful graduate of a good secondary school should be free to present himself at the gates of the college or scientific school of his choice, it is necessary that the colleges and scientific schools of the country should accept for admission to appropriate courses of their instruction the attainments of any youth who has passed creditably through a good secondary school course, no matter to what group of subjects he may have mainly devoted himself in the secondary school. As secondary school courses are now too often arranged, this is not a reasonable request to prefer to the colleges and scientific schools, because the pupil may now go through a secondary school course of a very feeble and scrappy nature—studying a little of many subjects and not much of any one, getting, perhaps, a little information in a variety of fields, but nothing which can be called a thorough training.

Now the recommendations of the nine conferences, if well carried out, might fairly be held to make all the main subjects taught in the secondary schools of equal rank for the purposes of admission to college or scientific school. They would all be taught consecutively and thoroughly, and would all be carried on in the same

spirit; they would all be used for training the powers of observation, memory, expression, and reasoning; and they would all be good to that end, although differing among themselves in quality and substance. In preparing the programmes of Table IV, the committee had in mind that the requirements for admission to colleges might, for schools which adopted a programme derived from that table, be simplified to a considerable extent, though not reduced. A college might say: We will accept for admission any groups of studies taken from the secondary school programme, provided that the sum of the studies in each of the four years amounts to sixteen, or eighteen, or twenty periods a week—as may be thought best—and provided, further, that in each year at least four of the subjects presented shall have been pursued at least three periods a week, and that at least three of the subjects shall have been pursued three years or more. For the purposes of this reckoning, natural history, geography, meteorology, and astronomy might be grouped together as one subject. Every youth who entered college would have spent four years in studying a few subjects thoroughly; and, on the theory that all the subjects are to be considered equivalent in educational rank for the purposes of admission to college, it would make no difference which subjects he had chosen for the programme—he would have had four years of strong and effective mental training. The conferences on geography and modern languages make the most explicit statement to the effect that college requirements for admission should coincide with high-school requirements for graduation. The conference on English is of opinion "that no student should be admitted to college who shows in his English examination and his other examinations that he is very deficient in ability to write good English." This recommendation suggests that an ample English course in the secondary school should be required of all persons who intend to enter college. It would of course be possible for any college to require for admission any one subject, or any group of subjects, in the table, and the requirements of different colleges, while all kept within the table, might differ in many respects; but the committee are of opinion that the satisfactory completion of any one of the four years' courses of study embodied in the foregoing programmes should admit to corresponding courses in colleges and scientific schools. They believe that this close articulation between the secondary schools and the higher institutions would be advantageous alike for the schools, the colleges, and the country.

Every reader of this report and of the reports of the nine conferences will be satisfied that to carry out the improvements proposed more highly trained teachers will be needed than are now ordinarily to be found for the service of the elementary and secondary schools. The committee of ten desire to point out some of the means of procuring these better trained teachers. For the further instruction of teachers in actual service, three agencies already in existence may be much better utilized than they now are. The summer schools which many universities now maintain might be resorted to by much larger numbers of teachers, particularly if some aid, such as the payment of tuition fees and traveling expenses, should be given to teachers who are willing to devote half of their vacations to study, by the cities and towns which these teachers serve. Secondly, in all the towns and cities in which colleges and universities are planted, these colleges or universities may usefully give stated courses of instruction in the main subjects used in the elementary and secondary schools to teachers employed in those towns and cities. This is a reasonable service which the colleges and universities may render to their own communities. Thirdly, a superintendent who has himself become familiar with the best mode of teaching any one of the subjects which enter into the school course can always be a very useful instructor for the whole body of teachers under his charge. A real master of any one subject will always have many suggestions to make to teachers of other subjects. The same is true of the principal of a high school, or other leading teacher in a town or city. In every considerable city school system the best teacher in each department of instruction should be enabled to give part of his time to helping the other

teachers by inspecting and criticising their work, and showing them, both by precept and example, how to do it better.

In regard to preparing young men and women for the business of teaching, the country has a right to expect much more than it has yet obtained from the colleges and normal schools. The common expectation of attainment for pupils of the normal schools has been altogether too low the country over. The normal schools, as a class, themselves need better apparatus, libraries, programmes, and teachers. As to the colleges, it is quite as much an enlargement of sympathies as an improvement of apparatus or of teaching that they need. They ought to take more interest than they have heretofore done, not only in the secondary, but in the elementary schools; and they ought to take pains to fit men well for the duties of a school superintendent. They already train a considerable number of the best principals of high schools and academies; but this is not sufficient. They should take an active interest, through their presidents, professors, and other teachers, in improving the schools in their respective localities, and in contributing to the thorough discussion of all questions affecting the welfare of both the elementary and the secondary schools.

Finally, the committee venture to suggest, in the interest of secondary schools, that uniform dates—such as the last Thursday, Friday, and Saturday, or the third Monday, Tuesday, and Wednesday of June and September—be established for the admission examinations of colleges and scientific schools throughout the United States. It is a serious inconvenience for secondary schools which habitually prepare candidates for several different colleges or scientific schools that the admission examinations of different institutions are apt to occur on different dates, sometimes rather widely separated.

The committee also wish to call attention to the service which schools of law, medicine, engineering, and technology, whether connected with universities or not, can render to secondary education by arranging their requirements for admission, as regards selection and range of subjects, in conformity with the courses of study recommended by the committee. By bringing their entrance requirements into close relation with any or all of the programmes recommended for secondary schools, these professional schools can give valuable support to high schools, academies, and preparatory schools.

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HENRY C. KING.

DECEMBER 4, 1893.

President Baker signs the above report, but adds the following statement:

To the National Council of Education:

I beg leave to note some exceptions taken to parts of the report of the committee of ten. Had the committee not been limited in time, doubtless fuller discussion would have resulted in modifying some statements embodied in the report. The great value of the reports of the conferences upon the subjects referred to them, as to matter, place, time, methods, adequate and continuous work for each subject, and identity of work in different courses, and the masterly summary and tabulation of their recommendations, made by the chairman of the committee of ten, can but invite cordial commendation. Objections are raised to parts of the special work of the committee.

(1) I can not indorse expressions that appear to sanction the idea that the choice of subjects in secondary schools may be a matter of comparative indifference. I note especially the following sentences, referring the reader to their context for accurate interpretation:

"Any school principal may say: 'With the staff at my command I can teach only five subjects out of those proposed by the conferences in the manner proposed. My school shall, therefore, be limited to these five.' Another school may be able to teach in the thorough manner proposed five subjects, but some or all of these five may be different from those selected by the first school."

"If twice as much time is given in a school to Latin as is given to mathematics, the attainments of the pupils in Latin ought to be twice as great as they are in mathematics, provided that equally good work is done in the two subjects, and Latin will have twice the educational value of mathematics."

"The schedule of studies contained in Table III permits flexibility and variety in three respects. First, it is not necessary that any school should teach all the subjects which it contains, or any particular set of subjects."

"Every youth who entered college would have spent four years in studying a few subjects thoroughly; and on the theory that all subjects are to be considered equivalent in educational rank for the purpose of admission to college, it would make no difference which subjects he had chosen from the programme—he would have had four years of strong and effective mental training."

All such statements are based upon the theory that for the purposes of general education one study is as good as another, a theory which appears to me to ignore philosophy, psychology, and science of education. It is a theory which makes education formal and does not consider the nature and value of the content. Power comes through knowledge; we can not conceive of observation and memory in the abstract. The world which offers to the human mind several distinct views is the world in which our power that comes through knowledge is to be used, the world which we are to understand and enjoy. The relation between the subjective power and the objective—or subjective—knowledge is inseparable and vital. On any other theory, for general education, we might well consider the study of Egyptian hieroglyphics as valuable as that of physics and Choctaw as important as Latin. Secondary school programmes can not well omit mathematics, or science, or history, or literature, or the culture of the ancient classics. An education which gives a view in all directions is the work of elementary and secondary schools. Such an education is the necessary preparation for the special work of the university student. If I rightly understood, the majority of the committee rejected the theory of equivalence of studies for general education.

Studies vary in value for the training of the different powers, and for this additional reason the choice can not be regarded as a matter of indifference.

The training of "observation, memory, expression, and reasoning" (inductive) is a very important part of education, but is not all of education. The imagination, deductive reasoning, the rich possibilities of emotional life, the education of the will through ethical ideas and correct habit, all are to be considered in a scheme of learning. Ideals are to be added to the scientific method.

The dilemma which appears on an examination of the time demands of the various conferences offers to the programme maker the alternatives of omitting essential subjects and of a rational adjustment of the time element, while retaining all essential subjects. Reason and experience point toward the latter alternative. By wise selection of matter within the lines of study adequate and consecutive time can be given to each.

(2) The language of the second paragraph following Table II might be misconstrued to mean that the committee favor the multiplication of courses with a loss of the thoroughness attainable when the teaching force is devoted to one or two courses. Intention rather than extension of effort, both in respect to the number of courses

and in respect to the number of studies or topics under each principal subject, is to be strongly recommended.

(3) It may seem trivial to offer criticism of the specimen programmes made by the committee, and yet I believe that each member felt that with ample deliberation results somewhat different would have been reached. Note for instance that in some of the programmes history is entirely omitted in the second year, and physics is given only three hours per week—no more time than is allowed for botany or zoology. There are many symmetrical secondary school programmes in actual operation to-day which furnish continuous instruction in all important subjects throughout the four years, allowing to each an amount of time adequate to good results. For most high schools the first, the classical programme, and the last programme, the one offering one foreign language, will commend themselves because they are economical, and they combine a good finishing course with adequate college preparation.

(4) On the basis of the tabulated results of the conferences I believe that by earnest scientific examination a scheme of work can be formulated that will meet the views of the members of the committee and of most educators. As an afterthought it may be an occasion for regret that the strength of the discussion was not devoted to Table III. Instead of considering the work of the committee as ended, I would recommend that the National Council hold itself responsible for further examination of the data furnished by the conferences. I have not presumed to offer a substitute report, because I believe that the importance of the work demands further effort of an entire committee.

Respectfully submitted.

JAMES H. BAKER.

THE REFORM OF SECONDARY EDUCATION IN THE UNITED STATES.[1]

By NICHOLAS MURRAY BUTLER.

It has come to be distinctly recognized that any far-reaching educational reform in this country must begin with the secondary schools. The elementary school is helpless if the secondary school refuses to cooperate with it in raising the standard of scholarship and improving the methods of instruction, and but few colleges are strong enough to demand of the secondary schools more and better work than the latter are now doing. Persuasion on the part of the colleges has in some cases accomplished a good deal, but the improvement has been limited either to one or two subjects of instruction, or to the schools of a relatively small territory. The secondary schools themselves, not always conducted in a wise or generous spirit, have too often sacrificed the necessities of sound training to the local demand for an ambitious programme containing two score or more of school subjects, no one of which is pursued far enough or long enough for the pupil to derive from it the educational value it possesses; or, they have erred on the other side, and in the devotion to a past ideal excluded from the curriculum whole fields of knowledge that have grown up within a century. Thus the secondary school has appeared to many observers not only to scatter a pupil's energies and interests, but to delay him unduly. The consequence is, as President Eliot showed very clearly several years ago, that the American boy of 15 or 16, no whit inferior to his French or German fellow in native ability, is from two to three years behind him in acquired knowledge.

To remedy so apparent an evil as this would be an easy task in France or in Prussia. The minister of education would consult his official advisers and call the leading educational experts to his council, in a few weeks an order would issue prescribing for the schools a new and reformed procedure. In this way, Lehrpläne and Lehraufgaben for the higher schools of Prussia were issued in 1882, and again in 1892. Similarly, in 1890 the existing Plan d'Études et Programmes of

[1] From the Atlantic Monthly, March, 1894.

the secondary schools in France was promulgated. In this country, however, where no central educational administration exists, and where bureaucracy is not popular, educational reforms can be brought about only by persuasion and cooperation, for no official and no institution is empowered to dictate to us. The press, the platform, the teachers' meeting, must be availed of to put forward new ideas, and men and women in large numbers must be reasoned with and convinced in order to secure their acceptance.

For secondary education, and through it for our educational organization generally, a long step has been taken in this direction by the proceedings that led up to the appointment of the committee of ten by the National Educational Association, and by the exceedingly valuable report which that committee has just laid before the public.

For thirty years the National Educational Association has been known as a large body of teachers that assembled annually to listen to addresses and discussions of more or less practical value. It has come to command an attendance of as many as 16,000 teachers of all classes and from every section of the country. Its power and authority have increased with its size and its representative character. In 1892, the directors of this association determined to pass from the field of mere discussion, and begin an educational investigation, under their own auspices and paid for out of their own funds, that should result in some practical gain to the country at large. They accepted the suggestion, made to them after careful deliberation, that the problems connected with secondary education should be vigorously and systematically attacked, and appointed a committee, which has come to be known as the committee of ten, to take full charge of the task, at the same time appropriating $2,500 to pay the expenses of the work. The members of this committee were carefully selected with a view to giving representation to the types of educational organization most interested, and to the various sections of the country.

As finally constituted, the committee was made up of one president of an Eastern university, two presidents of Western State universities, and one of a Southern State university, one president of a college for women, one professor in a Western college open to both sexes, one headmaster of an endowed academy, one principal of a public high school for both sexes, one principal of a public high school for girls only, and the Commissioner of Education, whose familiarity with the principles and practice of education in every part of the United States gave representation, indirectly, both to the elementary school interest and to the special students of education.

The procedure adopted by the committee of ten is fully described in the report to which it is the object of this paper to direct attention. It may be briefly stated thus:

After a study of the whole problem, it was decided to appoint nine conferences of ten members each—one conference for each of the main divisions of work that fall properly to the secondary school. The members of the conferences were selected equally, as nearly as possible, from college and school instructors who had attained a reputation in connection with the subject of their conference, due regard being had also to the representation of various educational interests and the several sections of the country. * * * The several conferences assembled in December, 1892, at convenient points, and 88 of the 90 members were in attendance. Of these 88, 46 were in the service of colleges and universities, 41 in the service of schools, and 1 was a government official formerly in the service of a university. So admirable are the lists of members of these conferences that it is difficult to speak of them without enthusiasm. Among the 90 names will be found many that stand in the foremost rank of American scholarship, and no one of the 90 was without valuable educational experience of some kind. This fact of itself gives great weight to their recommendations, and their exhaustive reports, which are appended to the report of the committee of ten, are a mine of educational information and suggestion of the utmost value. * * *

The first impression produced by a study of the reports of the special conferences is that their members addressed themselves to their task with marked skill and directness. The questions submitted to them are answered, and answered fully, and the answers are accompanied with the reasons therefor. From the standpoint of the old-fashioned preparatory schoolmaster, ignorant alike of the newer school subjects and of the newer methods of imparting life to the old ones, the changes urged by the conferences may seem many and radical. Yet it will be difficult to disprove the deliberate conclusion of the committee of ten that, on the whole, the spirit of the conferences was conservative and moderate. For example, the Latin conference distinctly disclaim any desire to see the college admission requirements in Latin increased. The Greek conference prefer to see the average age of entrance to college lowered rather than raised. The mathematics conference recommend the actual abridging of the time now devoted to arithmetic, algebra, and geometry. The geography conference agree that the time now spent upon that subject in the schools is out of all proportion to the value of the results secured.

As a matter of course, the conferences that dealt with the modern languages and the several departments of natural science had the largest amount of work to do. Greek, Latin, and mathematics have been staple school subjects for generations. They are carefully organized and graded. Adequate text-books are provided. A large body of teaching experience lies behind each of them. Of the other subjects this is not true. They appear only sporadically in schools. Too often they are taught badly, and their educational value is lost. The conferences dealing with the modern subjects make it clear in every case how these evils may be avoided; but their reports are correspondingly longer and more minute than those on the other subjects. The conferences on physics, astronomy, and chemistry, for example, append to their reports an elaborate outline of experiments to be performed and topics to be taught in the secondary school. The reports from the conferences on history, civil government, and political economy, geography, and natural history are similarly detailed.

The recommendations of the conference on English will naturally be turned to first; for the tendency to emphasize the importance of the study of the mother tongue, and to improve the methods of teaching it, is now too strong and too general to be resisted, if indeed anyone wishes to resist it. The report of this conference is very short, but it is extremely clear and cogent. In substance, it says that the proper use of English can only be gained by using it properly in exercises of increasing difficulty and variety. The spelling book is discountenanced. Formal grammar is relegated to the subordinate place that it deserves. The reading book should contain real literature, and not articles on physical science or natural history, and but little sentimental poetry. In the high school it is held that English should have as much time allotted to it as Latin, and that the two points to be kept constantly in mind in the teaching are the study of literature and training in the expression of thought. All this advice is so sound that, being now given a quasi-official authority, it should be followed generally in the secondary schools, both public and private.

The fact that education can not be cut up into artificial periods distinct in themselves is brought out by almost every conference. They agree in saying that the elementary school must improve, and must cooperate with the secondary school if the latter is to meet the demands now made upon it. English teaching can not be neglected from 6 to 13 if good results in it are to be obtained from 13 to 17. It is facts like this that give the reports of the conferences their chief significance. Though dealing ostensibly and directly with secondary education only, they reach every nook and corner of the elementary school as well.

It is extremely encouraging, also, to find the nine conferences and the committee of ten, 100 teachers in all, in cordial agreement on many points of fundamental importance. It is laid down, for instance, that no school subject should be taught in different ways to pupils who are going to college, to a scientific school, or to neither.

If a pupil studies algebra or Latin he should study it in the same way and to the same extent during the time that he studies it, whether he is to enter Harvard or Yale, the Institute of Technology or the Rensselaer Polytechnic, or a merchant's office. On this point there is not a single dissenting voice. This one principle, if followed in the secondary schools, would immensely simplify their programmes and decrease the cost of their instruction.

The conferences agree again—excepting the Greek conference, the members of which had no reason for dealing with the subject—that much work now taken up for the first time in the secondary school should be begun in the elementary school. One foreign language, for instance, history, algebra, and geometry are all capable of excellent use in the upper grades of elementary schools, and are already to be found there in some of the more progressive cities of the country. The discussion on shortening and enriching the school curriculum begun so recently has already accomplished thus much.

The four conferences on language study and the three on natural science also agree among themselves as to the best methods of teaching. The former are a unit in desiring reading aloud in the language to be studied, the association of writing the language with translating from it, and the careful correction of translation in order to secure in it the use of accurate and idiomatic English. The three scientific conferences come to a like agreement. They all believe that laboratory teaching is better than text-book teaching, and that the inspection of laboratory notebooks should be combined with written examinations in testing a pupil's attainments.

The last and most important point of agreement among the conferences relates to the coordination of the studies in the curriculum. Neither the committee of ten nor the conferences contained a single person who may be classed as a follower of the Herbartian educational theory as exemplified by Ziller, Stoy, and Rein; yet by purely empirical methods the committee and the conferences arrive at a striking confirmation of one of the main doctrines of the Herbartians, the coordination and correlation of studies. The scientific conferences show how the practice of writing accurate descriptions of observations and experiments contributes to the requirement of a clear, simple, English style. The conference on history wish to have that subject always associated with the study of geography, and the conference on the latter subject agree with them. The English conference explicitly ask that the study of the mother tongue and its literature be supplemented by that of the history and geography of the English-speaking race.

Taking these points alone, and passing over the hundred and one questions of detail on which the conferences pronounce, we have a considerable body of educational doctrine that is sound to the core and that applies to one school and to one stage of education as well as to another. Principals of schools, teachers of special subjects, and students of education will examine and weigh carefully every recommendation of the conferences, however minute; but the general reader and the intelligent parent wish most of all to gain an idea of what is unanimously or even generally agreed upon. That question is substantially answered in the foregoing summary of the conference reports.

To study carefully the several conference reports, and to base upon them a general recommendation to the country, was the more difficult part of the task of the committee of ten. Any recommendation, to be tangible, must, of course, include a schedule showing how a school can arrange its programme so as to carry out the ideal of the committee. Four such schedules or tables are given by the committee; and while not perfect—what school programme is?—they are extremely suggestive. The first table is not a programme, but an ordered arrangement, by topics and school years, of all the recommendations of the nine conferences. It offers material for a thousand programmes. The second table is given to test the practical character of the conference recommendations. It includes them all in a four years' course, adding to each subject the number of weekly periods to be allotted to it. When

this is done it is found that for three-fourths of the course much more is demanded than any one pupil can follow, but—and this is the important point—not more than a school can teach. The necessary consequence is that there must be in the high school a choice or election of studies. In a small school this choice will be made by the principal, who will say: "With the staff at my command, I can teach only five subjects of those proposed by the conferences in the manner recommended. My school shall therefore be limited to those five." Larger and richer schools can teach more, or perhaps all of the subjects, and then the choice among them will be made by the pupil. This choice is necessary, as the committee of ten is careful to point out, to thoroughness and to the imparting of power as distinguished from mere information; for any large subject whatever, to yield its training value, must be pursued through several years from three to five times a week.

The committee's third table is based on the second, but uses four as the standard number of weekly periods of study for each subject, except in the first year of a new language. Further reference to this table is unnecessary.

The fourth table submitted is of great interest, for in it the committee, after due deliberation, makes its own selection out of all the material and suggestions supplied by the conferences and submits sample standard programmes of secondary school work. It would be a grave error to dismiss this question of a specific programme as one involving mere detail that might be left to any principal or superintendent of schools. The committee of ten itself dissents strongly from that view; for it believes that to establish just proportions between the several subjects, or groups of allied subjects, it is essential that each principal subject shall be taught adequately and extensively, and therefore proper provision for it must be made in the programme. * * *

In framing the sample programmes the committee of ten proceeded upon some general principles that are of great significance. In the first place, it endeavored to postpone to as late a period as possible the grave choice between a classical and what is generally known as a Latin-scientific course. Very frequently this choice determines a boy's future career, and it is important that it be made not only late in the school course but after excursions into all the principal fields of knowledge have discovered the boy's tastes and exhibited his qualities. A second principle is that each year of the secondary school course should be, so far as may be, complete in itself, and not made wholly dependent on what is to follow. This is essential, because thousands of pupils are obliged to leave the high school after one or two years, and during that time linguistic, historical, mathematical, and scientific subjects should all be presented to them in an adequate manner. It is also important that provision be made so that each subject may be treated in the same way for all pupils who take it; that time enough be given to each subject to gain from it the training it is able to give; that the different principal subjects be put upon an approximate equality in the matter of time allotment; that all short courses given for purposes of information only be excluded; and that the instruction in each of the main lines—namely, language, history, science, and mathematics—be continuous. With all of these principles in mind, the committee of ten framed the four sample programmes given herewith, the names by which they are designated being based on the amount and character of foreign language study in each.

In adopting twenty as the maximum number of weekly periods of school work, the committee had two qualifications in mind: First, that at least five of the twenty should be given to unprepared work; secondly, that laboratory subjects should have double periods whenever that prolongation is possible. Such subjects as music, drawing, and elocution, often found in secondary schools, are purposely omitted from the programmes, it being left to local authorities to determine how they shall be introduced.

Inspection will show how carefully the programmes have been framed with reference to being carried out economically in a single school. With few exceptions, the

several subjects occur simultaneously in at least three of the four programmes, and with the same number of weekly periods allotted to them. From a practical point of view this is a most important arrangement. Some minor difficulties were caused by adhering to the rule laid down by all of the language conferences, namely, that two foreign languages should not be begun at the same time, and by limiting the course to four years. A six years' programme would be far easier to construct.

Critical examination of the committee's programmes discloses grave defects in the most important of all, the classical. It does not provide continuous study in science, for that great department is not represented in the third year at all. History is similarly interfered with, and there would also be a break in the mathematical course if the option given in the fourth year were exercised in favor of history. The difficulty lies, I believe, in trying to include history in a four years' classical course. The classics themselves teach history in an admirable way, if the instruction is good. A wealth of historical knowledge is grouped about the reading of Cæsar, Cicero, and Virgil, Xenophon and Homer, the usual secondary school authors; and in those which are themselves professedly historical, a great gain would follow from a more thorough study of the subject-matter. If history, then, were dropped entirely from this programme, a modern language could be begun in the first secondary school year, the English course extended in the second year, and no break in the science instruction would be necessary.

Defects in the other programmes exist, but they are not so glaring as those just pointed out in the classical. For instance, there is no continuity in the history course of the Latin-scientific or modern language programme; and in both of the last named there would be a break in the mathematics course also, should the pupil exercise his option in favor of history.

The following table discloses at a glance in what relation the four programmes stand to each of the four great divisions of secondary school study. The figures in the several columns represent the total number of weekly periods given during the entire four years, in each of the four programmes, to the main subjects. No scheme can be called radical that proposes to give 52.5 per cent of all secondary education whatsoever to language study, or, adding history, 62.8 per cent to the humanities. That this would be the result of following the committee's recommendations the table shows.

	Classical.	Latin-scientific.	Modern languages.	English.	Total.
Language	50	42	42	34	168
History	7	6	6	14	33
Mathematics	14	14	14	14	56
Natural science	9	18	18	18	63
Total	80	80	80	80	320

This table brings out other interesting facts. It shows how closely allied are the Latin-scientific and modern language courses, and how small a part natural science is to play in the revised scheme, after all. The one quarter of the whole school time that the scientific conferences asked to have given to natural science is not so given in any of the programmes, though it is closely approached in three of them.

Although the report itself contains no reference to European experience or practice, it will be interesting to compare the committee's recommendations with the programmes of European secondary schools. Take, for example, the Prussian gymnasium, the tertia and secunda of which nearly correspond to the American secondary school years, and the French lycée, where the classes known as cinquième,

quatrième, troisième, and seconde are in about the same relation. There the division of time is as follows:

PRUSSIAN GYMNASIUM.

Subjects.	Unter-Tertia.	Ober-Tertia.	Unter-Secunda.	Ober-Secunda.	Total.
Religion	2	2	2	2	8
German	2	2	3	3	10
Latin	7	7	7	6	27
Greek	6	6	6	6	24
French	3	3	3	2	11
History and geography	3	3	3	3	12
Mathematics	3	3	4	4	14
Natural history, physics, and chemistry	2	2	2	2	8
Total	28	28	30	28	114

FRENCH LYCÉE.

Subjects.	Cinquième.	Quatrième.	Troisème.	Seconde.	Total.
French	3	2	2	3	10
Latin	8	5	5	5	23
Greek	*a* 2	6	5	5	18
Other living language	1½	1½	1½	2½	7
History	1½	1½	1½	1½	6
Geography	1	1	1	1	4
Mathematics Natural science	*b* 1½	1½	3	1½	7½
Total	18½	18½	19	19½	75½

a Greek is not begun until the second half of the year. Previous to that time ten hours weekly are given to Latin.

b This time is divided between observation lessons on rocks and plants and arithmetic.

It is seen at once that the German boy is called upon for far more work, measured in terms of time, than the American boy; though the difference is not so great as it seems, for "learning lessons" out of school is not so prominent a feature in German as it is in American education. The French boy, under the existing revised programme, does about what is to be expected of the American, but his time is differently distributed. The French device for preventing "scrappy" courses from becoming intolerable is to assign them few but long periods. For example, history, in the lycée, is taught but once a week, but that once it occupies an hour and a half consecutively, so that much more is accomplished than in two periods of forty-five minutes each. As a rule, the recitation or lesson periods in France are considerably longer than those usually found elsewhere.

In spite of the differences between them, however, it is clear that the proposed American classical programme is not very unlike those in vogue on the continent. Were the comparison extended to the other programmes—the Latin-scientific, the modern language, and the English—a similar relation to the French and German programmes of like character would be found to exist. The higher classes of the gymnasium and lycée have still a great advantage over the American secondary school in the fact that the work leading up to them is carefully organized and developed, and may be depended upon. The American grammar school, or better, the upper grades of the elementary school, on the contrary, is only here and there efficient. For two generations the so-called grammar school has conspired with the lower or primary grades to retard the intellectual progress of the pupil in the interest of "thoroughness." The arithmetic of many puzzles, the formal grammar, and the spelling book with its long lists of child-frightening words have been its weapons. Slowly and with a struggle these are being wrested from it. New knowledge is being introduced to illustrate and illuminate the old and higher processes to

explain and make easier the lower. All this promotes true thoroughness, and also allows the child's mind to grow and develop as nature intended it should, and as it often does in spite of the elementary school, not because of it. Therefore, every year pupils are reaching the high school better prepared for its peculiar work; and it is not unreasonable to hope that in ten years the secondary school may assume, in the case of its youngest pupils, an ability to use simple English correctly, a knowledge of the elements of algebra and geometry, and of some epoch or movement in history. Perhaps even the study of a foreign language will have been begun.

From the standpoint of the elementary school, therefore, the committee of ten is not unreasonable in its ideal, nor have the conferences proposed anything that is impracticable. The same is true when the report is viewed from the standpoint of the colleges, though here, too, reform and improvement are necessary. As is well known, college admission examinations not only differ widely among themselves, but vary from year to year. Perhaps no one of them is too high to admit of a well-taught boy entering college at seventeen, but many are so low that the same boy ought to pass them successfully at fourteen or even earlier. The colleges have been injuring higher education in America by giving their own idiosyncrasies as to admission examination free scope, instead of agreeing together upon a policy.

I do not mean that the admission examinations of all colleges should be uniform; that is not necessary. But, to quote from the report, "it is obviously desirable that the colleges and scientific schools should be accessible to all boys or girls who have completed creditably the secondary school course." If the recommendations of the committee of ten are carried out—and there is every reason to hope that they will be—the "completion of a secondary school course" will have a definite meaning, and the colleges can deal with it accordingly. The graduate of a secondary school will have had four years of strong and effective mental training, no matter which of the four school programmes he has followed, and the college can safely admit him to its courses. This single step will bring about the articulation of the colleges and scientific schools on the one hand with the secondary schools on the other—an articulation that has long been recognized as desirable for both classes of institutions and for the country.

The question will naturally arise—it arose in the minds of the committee of ten—Can the improvements suggested be successfully carried out without a very considerable improvement in the training of the teachers who are to do the work? To this question but one answer, a negative one, can be given. But, on the other hand, the opportunities now available for the higher training of secondary school teachers are many times as numerous and as valuable as they were a decade ago. It is true that the hundreds of normal schools are accomplishing very little in this direction, even the best of them; but the colleges and universities, where the mass of secondary teachers will always be educated and trained, have now awakened to a sense of the reponsibility that rests upon them. Harvard and Yale, Columbia and Cornell, Michigan and Illinois, Colorado and Stanford, and many others have organized special deparments for the study of education, and one or two of them are manned and equipped more thoroughly than any similar departments in Europe. The effect of this great expansion of activity in the study of education can not fail to be widely felt within the next few years. The colleges have needed, and some of them still need, an enlargement of sympathies, as do the normal schools. The colleges have focused their attention and energy too largely upon their own special work, and have paid no heed to what was going on about and beneath them. The normal schools have thought it sufficient to study more or less psychology, and to expound more or less dubious "methods" of teaching, and have neglected the larger field of genuine culture and the relative values of studies. Better apparatus and more teachers will not of themselves lift the college or the normal school out of its rut. Only a full appreciation of the relations of these institutions to the work of education as a whole can do that.

And finally, what is the effect of this prolonged and earnest investigation upon that ideal of a liberal education that has so long been held in esteem among us? It will not have escaped notice that only one of the committee's four programmes makes a place for the study of Greek, while one excludes both Greek and Latin. It is true that these are recommended as ideal arrangements, and that it is expressly stated in the report to be the unanimous opinion of the committee that, "under existing conditions in the United States as to the training of teachers and the provision of necessary means of instruction, the two programmes called respectively modern languages and English must, in practice, be distinctly inferior to the other two." Nevertheless, it seems clear that the committee has been able to disentangle the real from the accidental in our conception of a liberal education, and has put the former forward in all its strength. It has not forgotten the precept of Aristotle, that "there are branches of learning and education which we must study with a view to the enjoyment of leisure," and that "these are to be valued for their own sake." "It is evident, then," the philosopher continues, "that there is a sort of education in which parents should train their sons, not as being useful or necessary, but because it is liberal and noble. Whether this is of one kind only, or of more than one, and if so, what they are and how they are to be imparted, must hereafter be determined." It is just this determination that the committee has made; and it is a determination that each age, perhaps each generation, must make for itself. Between a diminution of the time given to classical study and a relapse into quasi barbarism there is no necessary relation of cause and effect. May not the American say, as did Paulsen of his countrymen, that "idealism generally, if we will use this word of so many meanings, is a thing which is not implanted from without, but grows from within, and that, in particular, the idealism in the character of the German people has deeper roots than the Greek and Latin lessons of our gymnasia?"

Mr. Lowell's hope, expressed so eloquently at the Harvard anniversary, will not be disappointed by the recognition of a broader basis for human culture. Every one may accept the recommendations of the committee of ten and still say with him: "I hope the day may never come when the weightier matters of a language, namely, such parts of its literature as have overcome death by reason of their wisdom and the beauty in which it is incarnated, such parts as are universal by reason of their civilizing properties, their power to elevate and fortify the mind—I hope the day may never come when these are not predominant in the teaching given here. Let the humanities be maintained undiminished in their ancient right. Leave in the traditional preeminence those arts that were rightly called liberal; those studies that kindle the imagination, and through it irradiate the reason; those studies that manumitted the modern mind; those in which the brains of finest temper have found alike their stimulus and their repose, taught by them that the power of intellect is heightened in proportion as it is made gracious by measure and symmetry. Give us science, too, but give first of all, and last of all, the science that ennobles life and makes it generous. * * * Many-sidedness of culture makes our vision clearer and keener in particulars. For, after all, the noblest definition of science is that breadth and impartiality of view which liberates the mind from specialties and enables it to organize whatever we learn, so that it becomes real knowledge by being brought into true and helpful relation with the rest."

THE CURRICULUM FOR SECONDARY SCHOOLS.[1]

WILLIAM T. HARRIS, LL. D., United States Commissioner of Education.

I am to present some considerations on the course of study in secondary schools with especial reference to the "report of the committee of ten" recently published. What I shall say will be partly in the way of comment on that important report and partly in the way of presenting my own solutions of some of the problems to which it is addressed.

In the first place, I would venture the remark that the report of a committee must generally be a compromise. The individual views of the several members of the committee have been advanced and discussed—in the end they have been so modified that a majority can approve them. It naturally follows that each person signing the report accepts it as the nearest approximation to his view that he finds practicable. It often happens that in the process of elimination all that is salient and suggestive gets omitted and only the dead level of commonplace ideas is retained. Generally it is best to preserve the differences of opinion that remain after all of the discussions in the committee in the form of minority reports or explicit reservations over the signature of the dissenting members. Such dissent helps the outsider to enter into the spirit of the discussion and to understand grounds.

Mere educational authority as such is harmful unless it brings with it its grounds which may be studied and mastered, adopted or refuted, by the teacher who reads the conclusions set forth.

In the report of the committee of ten there is an admirable device to preserve individual differences and points of view. There are nine reports of special conferences—each conference being conducted by a subcommittee of ten persons, experts in the topic assigned them and representing widely separate parts of the country.

By letting each group of experts sit by itself and formulate its demands on the time of the programme of the secondary school, we were likely to get the utmost diversity possible as regards points of view from which secondary studies could be considered. Each branch of study would claim what time the members of its conference thought desirable for its thorough treatment, rather than the time possible to allow it after adjusting its claims in view of all the rest of the programme.

The able presentation of the scope and significance of the nine branches of secondary study by the several conferences affords rich material for study to all interested in school work. But it furnishes a statement of the problem and sets forth the difficulties of making a satisfactory programme rather than suggests a solution.

It was for the committee of ten to digest the results and harmonize the differences of the nine subcommittees.

The first part of the report recites the history of the organization and work of the committees and then brings together in Tables I and II the recommendations of the several conferences without undertaking any change. Such a programme, as might be expected, shows very strongly one thing, namely, the necessity of modifying the demands of some or all of the subcommittees for the sake of adjustment. It is a reductio ad absurdum. It tells us that if the experts in each of the nine branches were to get what they ask we should have 22 recitations per week in the first year of the high school, 37½ per week in the second year, 35 in the third year, and 37½ in the fourth year. That is to say, the pupils would have a daily average of 4⅜ recitations in the first year, 7½ the second year, 7 the third year, and 7½ the fourth. If each lesson required fifty minutes (taking time for change of classes) the second and fourth years would require the pupil to recite continuously from 9 in the morning to 4.30 in the afternoon, providing for a single intermission of an hour and a quarter for lunch in the middle of the day. All the lessons, seven in number, would have to be prepared out of school.

[1] This paper was read before the department of superintendence at its session in Richmond, Va., February, 1894. Reprinted from Education.

Such a strain on pupils would very soon destroy all elasticity and the reaction essential to individuality would cease.

Of course the members of the subcommittees would never for a moment approve such a programme. Each set of experts supposed that the demands of the other conferences would be modified and adjusted in such a way as to make a reasonable programme after allowing their special topic the time required.

The report of the committee of ten proceeds next to show in Table III that the demands of the subcommittees can not be made reasonable even by cutting them down uniformly 20 per cent and allowing four recitations or lessons a week where five lessons are asked for. Even this programme in Table III would demand for the second and fourth years an average of 6 lessons per day.

Up to this point, therefore, the results of the report are negative as far as making a programme is concerned. It is with Table IV that the committee of ten first offers a programme that it considers practicable. In order to reach this it was necessary to drop the guidance of the subcommittees and commence in earnest the study of the comparative educational values of the general branches, and secondly the necessary order of evolution of said branches and their adaptation to the several stages of maturity that the pupil reaches in the secondary school.

I would call special attention here to the fact that the committee of ten considered first the normal standard for the programme and resolved unanimously that in no case should there be more than 20 recitation periods or lessons a week, and only 15 of these (or 3 per day) should be such as require previous preparation on the part of the pupil. This fact makes unreasonable all those attacks on the report which condemn it for requiring too much work of the pupil in the secondary school. The recommendations of the committee of ten do not err in this respect, for they fall safely within the hygienic limits prescribed in the most cautious and conservative schools.

Turning to Table IV, which contains this model programme, not compiled from the results of the subcommittees, but formed in view of the conflicting necessities of hygiene, of preparation for college or the technical school, and of comparative educational values—turning to this table we find four programmes, a purely classical, a Latin-scientific, a modern language programme, and an English programme. I may be believed when I say that the formation of the classical programme consumed nearly all the time devoted by the committee of ten to discussions. It was easy after making the classical programme to omit Greek and substitute more science and modern language to form the Latin-scientific programme, and in the third or modern language programme to substitute more modern language for Latin. The so-called English programme was formed by increasing the time devoted to English language and literature and reducing the number of foreign languages studied to one, which might be an ancient or a modern language.

The chief result of the committee's report, so far as a practical recommendation is concerned, therefore, is to be found in the classical programme of Table IV. This gives Latin five hours per week during the first and second years, and four hours the third and fourth years. Greek has five hours per week in the third and fourth years and does not appear at all in the first and second. This arrangement makes the separation of the pupils who are fitting for college from those who are taking the scientific or modern language or English programme take place at the beginning of the third year, and offers the desirable opportunity for change of mind on the part of the secondary pupil after he has completed his second year and begins to see what education means. He may defer the question of college until the commencement of the third year.

The mathematical studies are, algebra, four hours a week in the first year and two hours a week for half of the third year; geometry, three hours a week second year and two hours a week half of the third year; trigonometry and higher algebra, elective in the fourth year for three hours a week; English language and literature,

rhetoric, composition and the like studies require four hours a week first year, two hours a week second year, three hours the third year, and two hours fourth year. The natural sciences are represented by physical geography three hours a week first year. This branch includes an elementary view of the organic aspects of nature, such as botany, zoology, ethnology, meteorology, geology, and astronomy. The other aspect of nature is physics, molar or molecular, called "natural philosophy" and "chemistry." Natural philosophy is assigned three hours a week second year; chemistry three hours a week fourth year. General history has four hours a week first year, three hours a week second year, and is elective with trigonometry for three hours the fourth year. Finally a modern language, French or German, takes four hours a week second year and third year and three hours a week fourth year.

This result seemed to the committee a pretty rich programme after all; it was reached only after harmonizing apparently irreconcilable conflicts. It provides for Latin, Greek, mathematics, natural science, history, English literature, and modern languages.

From this hasty survey of the report of the committee of ten let me now turn your attention for a moment to the fundamental questions that concern the course of study and to the reasons that have made this item in secondary schools the weakest part of our school system, although it must be confessed that the teachers in the secondary schools are on the whole more skillful, so far as command of methods is concerned, than the teachers in the elementary schools or the professors in colleges.

Let us glance first at the central idea of the elementary school.

We can deduce the course of study quite easily from the idea of the school as an instrumentality designed to connect the child as the new individual with his race, and enable him to participate in civilization.

By education we add to the child's experience the experience of the human race. His own experience is necessarily one-sided and shallow; that of the race is thousands of years deep and it is rounded to fullness. Such deep and rounded experience is what we call wisdom.

To prevent the child from making costly mistakes we give him the benefit of seeing the lives of others. The successes and failures of our fellow-men instruct each of us far more than our own experiments.

The elementary school attempts to give this wisdom in a systematic manner. It uses the essential means for its work in the shape of text-books, in which the experience of the race is digested and stated in a clear and summary manner, in its several departments, so that a child may understand it. He has a teacher to direct his studies and instruct him in the proper methods of getting out of books the wisdom recorded in them. He is taught first in the primary school how to spell out the words, and how to write them himself. Above all, he is taught to understand the meaning of the words. All first use of words reaches only a few of their many significations. Each word has many meanings and uses, but the child gets at only one meaning, and that the simplest and vaguest, when he begins. His school work is to train him into accuracy and precision in the interpretation of language. He learns gradually to fill each word of the printed page with its proper meaning. He learns to criticise the statements he reads, and to test them in his own experience and by comparison with other records of experience.

In other words, the child at school is set to work to enlarge his own puny life by the addition of the best results of other lives. There is no other process so well adapted to insure a growth in self-respect as the mastery of the thought of the thinkers who have stored and systematized the experience of mankind.

This is the clue to the hopes founded on education. The patriotic citizen sees that a government managed by illiterate people is a government of one-sided and shallow experience, and that a government by the educated classes insures the benefits of a much wider knowledge of the wise ways of doing things.

The work of the school produces self-respect because the pupil makes himself the measure of his fellows, and grows to be equal to them spiritually by the mastery of their wisdom. Self-respect is the root of the virtues and the active cause of a career of growth in power to know and power to do. Webster called the free public schools "a wise and liberal system of police by which property and the peace of society are secured." He explained the effect of the school as exciting "a feeling of responsibility and a sense of character."

This, he saw, is the legitimate effect. For as the school causes its pupils to put on the forms of thought given them by the teacher and by the books they use; causes them to control their personal impulses and to act according to rules and regulations; causes them to behave so as to combine with others and get help from all while they in turn give help; as the school causes the pupil to put off his selfish promptings and to prefer the forms of action based on the consideration of the interests of others—it is seen that the entire discipline of the school is ethical. Each youth educated in the school has been submitted to a training in the habit of self-control and of obedience to social order. He has become to some extent conscious of two selves—the one his immediate animal impulse and the second his moral sense of conformity to the order necessary for the harmonious action of all.

Curious scholars have explored and recorded the methods of education of all peoples; for each people has some way of initiating its youth into the manners and customs and intellectual beliefs which constitute the warp and the woof of its civilization. The bulk of all education is performed by the family in all ages. The lessons in the care for the person; the conventional forms of eating and drinking; behavior toward strangers and toward one's relations; the mother tongue; the stock of beliefs and such habits of scientific observation as may exist in the community; the ideals of life; the duties of a citizen; the consciousness of nationality and the sentiment of patriotism that depends on it; the elementary arts and trades such as exist within the home; all these things are learned within the family. But letters and science are usually taught, if taught at all, by a teacher set apart for the work, and his department is called the school.

The school is the auxiliary institution founded for the purpose of reenforcing the education of the four fundamental institutions of civilization. These are the family, civil society (devoted to providing for the wants of food, clothing, and shelter), the state, and the church. The characteristic of the school is that it deals with the means necessary for the acquirement, preservation, and communication of intelligence—the mastery of letters and mathematical symbols; of the technical terms used in geography and grammar and the sciences; the conventional meaning of the lines used on maps to indicate water, mountains, towns, latitude, longitude, and the like. The school devotes itself to instructing the pupil in these dry details of arts that are used to record systematic knowledge. These conventionalities once learned, the youth has acquired the art of intellectual self-help; he can, of his own effort, open the door and enter the treasure house of literature and science. Whatever his fellowmen have done and recorded he can now learn by sufficient diligence of his own.

The difference between the part of education acquired within the family and that acquired in the school is immense, incalculable. The family arts and trades, manners and customs, habits and beliefs, have formed a sort of close-fitting spiritual vesture, a garment of the soul always worn and expressive of the native character, not so much of the individual as of his tribe or family or community. He, the individual, had from birth been shaped into these things as by a mold; all his thinking and willing and feeling have been molded into the form or type of humanity looked upon as the ideal by his parents and acquaintances.

This close-fitting garment of habit has given him direction, but not self-direction or freedom. He does what he does blindly, from the habit of following custom and doing as others do.

But the school gives a different sort of training; its discipline is for the freedom of the individual. The education of the family is in use and wont, and it trains rather than instructs. Its result is unconscious habit and ungrounded prejudice or inclination. Its likes and dislikes are not grounded in reason, but are unconscious results of early training. But the school lays all its stress on producing a consciousness of the grounds and reason for things. I should not say all its stress; for the school does in fact lay much stress on what is called discipline—on habits of alert and critical attention, on regularity and punctuality, on self-control and politeness. But the bare mention of these elements of discipline shows that they, too, are of a higher order than the habits of the family inasmuch as they all require the exertion of both will and intellect consciously in order to attain them. The discipline of the school forms a sort of conscious superstructure to the unconscious basis of habits which have been acquired in the family.

School instruction, on the other hand, is given to the acquirement of techniques; the technique of reading and writing, of mathematics, of grammar, geography, history, literature, and science in general.

One is astonished when he reflects upon it at first to see how much is meant by this word technique. All products of human reflection are defined and preserved by words used in a technical sense. The words are taken out of their colloquial sense, which is a loose one, except when employed as slang. For slang is a spontaneous effort in popular speech to form technical terms.

The technical or conventional use of signs and symbols enables us to write words and to record mathematical calculations; the technical use of words enables us to express clearly and definitely the ideas and relations of all science. Outside of technique all is vague hearsay. The fancy pours into the words it hears such meanings as its feelings prompt. Instead of science there is superstition.

The school deals with technique in this broad sense of the word. The mastery of this technique of reading, writing, arithmetic, geography, and history lifts the pupil on to a plane of freedom and self-help hitherto not known to him. He can now by his own effort master for himself the wisdom of the race.

By the aid of such instruments as the family education has given him he can not master the wisdom of the race but only pick up a few of its results, such as the customs of his community preserve. By the process of hearsay and oral inquiry it would take the individual a lifetime to acquire what he can get in six months by aid of the instruments which the school places in his hands. For the school gives the youth the tools of thought.

Looking for the application of this technique we see two worlds—nature and man. Nature contains, first, abstract or inorganic objects, matter, and motion, to which arithmetic, algebra, and higher mathematics relate; then, secondly, it contains organic objects, like plants, animals, and men. This phase of nature, including vegetable and animal growth and the requisite conditions of climate, land and water and air, are treated in geography.

Hence the child has two studies that give him an insight into nature as the support of his life and as the instrument for him to conquer and use in the shape of machinery, motive powers, food, clothing, and shelter.

With his first lesson in arithmetic he learns something fundamental about the conditions of existence in time and space. Matter and force not merely happen to obey mathematical laws, but they have to do so as a primordial necessity of their nature. Every lesson in geography from the first is of practical use in giving the child command over organic nature.

Taking the other side of school instruction we find a happy selection of what reveals man to himself. Man as an object is body and soul—the body is a physiological object like animals and plants; the soul is intellect, will, and feeling. The child does not study psychology as such, but something better for him than psychology, for he studies the products of man's intellect and will and feeling. He

studies the structure of language in grammar, and this reveals the structure of intellect. He studies in literature the revelation of the human heart—its feelings, emotions, and aspirations, good and bad. Literature portrays the rise of feelings and their conversion into actions and ideas by the will and intellect; it shows the collisions of evil feelings with good. History, again, shows the human will in its distinctive province, for the will of man is manifest not so much in individual adventures as in the formation of states and religious movements and social changes. This is collective will, the will of the nation or people, and it is manifest in wars or in great social movements, such as colonization, the building of cities, internal improvements, commerce, productive industry, etc.

History reveals man to himself by showing him his deeds. Literature reveals man to himself by showing him his character in its process of formation—the ultimate springs of action as they well up from the unconscious depths of the soul. Grammar, philology, and language studies reveal the essential structure of the soul, its logical constitution as a self-activity or self-consciousness.

There are no other phases of nature and man than these five which we see are contemplated by the five chief branches of study in the district schools.

Secondary education must go on in the same direction, opening windows of the soul in five directions so that the pupil gets a better insight into these cardinal provinces of nature and man.

Therefore the secondary pupil will continue his study of mathematics, taking up algebra and geometry; of language, studying the ancient languages from which civilization has been transmitted, and modern languages. He will continue the view of organic nature, given in geography, by studying the outlines and methods of such natural sciences as geology, astronomy, physiology, zoology, and botany; continue history by adding to the special study of the United States, begun in the elementary school, the study of general history; continue the study of literature, begun in the school readers, by systematic study of the greatest writers like Shakespeare, Milton, Spenser, and Chaucer, in selected complete works of art, together with a history of literature. Mathematics are reenforced by physics (called natural philosophy) treating of the mathematical laws of solids and fluids.

To these branches which the ideal course should contain there are certain incidental studies or arts of a useful character, such as vocal music, bookkeeping, calisthenics, shorthand writing, cooking, woodworking, etc., which are added, some of them, to the high school courses of study throughout the country. The modern languages taught are usually German and French. The ancient languages are Latin and Greek.

It must be noticed in studying the secondary education of the United States that it stands between two other self-regulated systems of schools—the elementary, whose course is determined by the school committees, and the higher, whose course is determined by college faculties and boards of trustees. These two independent directive powers do not act in perfect harmony. Hence the secondary school has a twofold course of study to provide for—that indicated by the elementary school and that required by the college for admission.

But the public high schools are under the control of the school committees elected by the people. This causes them to lay more stress on a continuation of the fivefold course of elementary schools than on the studies required for admission to college.

On the other hand the private secondary schools lay the most stress on preparation for college. Here is one of the greatest defects in our system—or lack of system. The ideal course of study demands that five windows of the soul be kept open. The old preparatory school laid stress on Latin, Greek, and mathematics, neglecting all else. These three branches opened only two or three windows (to keep up our symbolism); mathematics gave the key to inorganic nature; Latin and Greek answered to grammar and literature, chiefly to grammar or the logical side of the soul, with a little touch of history and literature on the sides of the will and sensibility. Nature

was left out of sight, except as mathematics gave the general conditions of all nature—the structure of time and space.

The private secondary school, therefore, in the last generation slighted history, modern literature, natural science, and sociology. The public high school undertook to develop these important sides of a rounded education and succeeded in a measure. But it was obliged to adopt another course of study for its pupils fitting for college. Hence there arose a general or English course, and a classical course.

I have compared the classical course of study to a palm tree which first builds a tall stem and then suddenly expands into foliage at the top. So the preparatory school and the college required six years (four in the preparatory and two in college) to be devoted almost exclusively to Latin, Greek, and mathematics, and then in the last two years of the college made a hasty survey of nature and modern literature and history, as a sort of finishing touch.

There is no doubt that the high school course laid out by the school committees is more rational than the secondary course of the private preparatory schools, prescribed for them by the colleges. And yet the college course was the conscious product of the highest educated minds of the community. The unconscious evolution by "natural selection" in the minds of school committees elected by the people was wiser on the whole. Individual members of city school boards are always found who oppose classical studies altogether. But the pressure of popular demand always prevails to secure in the public schools what is needed.

The difficulty in this case is that the high school pupil taking up all the five branches—mathematics, natural science, history, modern literature, Latin and Greek—in his four years, is not so far advanced in the classic languages as the special preparatory school, and does not compete with it on an equal footing. Special classical courses in the public high school are a costly experiment wherever carried on.

This produces what we may call a national disaster in our education, namely, the discouragement of pupils in high schools from taking up higher education. The public high schools, in proportion to their enrollment, send comparatively few to the colleges.

The disadvantages of this to the nation are great, for higher education even with a "palm-tree" course of study educates the majority of the real leaders of society. It might be supposed that those best versed in natural science would have this prestige, and doubtless natural science counts for much. But the classically educated man has advantages over all others. That this should be so may be seen by a brief consideration of the rationale of its course of study.

We have seen that there are needed five windows in the soul to see the five classes of objects in nature and humanity. Natural science relates chiefly to the organic and inorganic phases of nature but gives little insight into human nature. On the other hand language study, and especially literature, leads directly toward this knowledge of man that is essential to large directive power.

As to the dead languages, Latin and Greek, they are the tongues spoken by the two people who invented the two threads united in our modern civilization. The study of Greek puts one into the atmosphere of art, literature, and science, in which the people of Athens lived. This is the effect of Greek literature; it is also the effect of the mere language in its idioms and in its grammatical structure.

The study of Latin puts one similarly into the stern, self-sacrificing, political atmosphere of Rome. The Romans invented laws for the protection of life and private property, and also the forms of combination into corporations and city governments. To study Latin makes the pupil more attentive to, and conscious of, the side of his civilization that deals with combinations of men into social organizations.

No other ancient or modern language gives us anything of equal value for gaining an insight into the institutions under which we live, except the study of the Bible. The Hebrew thread of our civilization is still more important, because while the Roman secures civil freedom, and the Greek intellectual freedom and artistic taste,

the Hebrew oracles give us the revelation of the personality of God, the fountain of all freedom. For unless the absolute is a free personality, man's freedom must be all a temporary and abnormal affair; the iron fate which pantheism sees as the first principle will get the advantage after all.

We may see that the colleges ought to continue to lay chief stress on Latin, Greek, and mathematics as the studies that foster directive power, but they ought to add also the three moderns, natural science, modern literature, and history, incorporating them into the course throughout, so that the oak rather than the palm tree becomes the symbol of the curriculum.

By "directive power" is meant the influence that molds the actions of men. This may be exercised not only by the military, political, or the industrial leader, but by the lone scholar who publishes great discoveries to the world; by the editors of periodicals, by the orators, preachers, and teachers, and especially by the poets and literary men.

There has been a process of adjustment going on in higher education in several directions, especially since 1870. First, an elevation of the standard of admission took place, chiefly brought about by the action of Harvard College. Secondly, an extension of the scope of elective studies as a consequence of the raised standard which now brought the freshmen class nearly up to where the junior class had been. Thirdly, the requirements for admission began to be more varied and to require something of English literature and a modern language, with some natural science and history; but much more Latin and Greek.

Had the Latin and Greek requirements remained the same, the new standard of admission would have fitted the course of study of the public high school, and the problem would have been solved. As it is now, the situation of the high school as a feeder for the college is worse than before 1870. Then the classical requirements for graduation at the high school would admit the students to college, while the collateral branches of history, science, and English literature that he had begun in the high school gave him greater apperceptive power, or greater ability to grasp the practical application of what he had learned.

Is it not a mistake that higher education has made in trying to lengthen the school life of youth by increasing the length of the secondary school course? Is it not far better to take the student into college at 16 or 18 years of age, and after the course of study that leads him to see the unity of human learning take him into a post-graduate course that teaches him how to specialize and pursue lines of original investigation in the laboratory or seminary?

This radical question is now in a fair way to be answered rationally; for this report of the committee of ten will lead to such investigations of the educational value of secondary branches and methods of instruction as will put us in possession of accurate knowledge in regard to the nature and limits of elementary, secondary, and higher education. We shall learn the fitting age for each and not, as heretofore, esteem it an advantage to hold back the pupil as long as possible in the elementary and secondary courses under plea of securing greater thoroughness. We shall understand that the elementary methods are of necessity too mechanical to be used to advantage beyond the fourteenth year, while the secondary methods consist too much of copying styles and classic forms, in aping modes of work and habits of thinking, to be continued to advantage beyond the eighteenth year. We shall know better than we do now what is fitting for each age and period. With this we shall enter on a new and more scientific epoch of educational theory and practice.

THE UNITY OF EDUCATIONAL REFORM.[1]

By Charles W. Eliot, President of Harvard University.

The report of the committee of ten has now been in the hands of the teachers of the country for about six months, so that there has been time to formulate and publish some criticism and objections. I propose to comment in this paper on one criticism or objection which in various forms and by several different persons has been brought before the educational public. Whenever I speak of the report I intend to include the reports of the conferences as well as the proper report of the committee of ten, for the chief value of the total report lies in the conference reports.

The objection to the report which I shall discuss is contained in the question, "What do college men know about schools?" Those who urge this objection say in substance, "More than half the members of the conferences were at the moment in the service of colleges and universities, and the same was true of the committee of ten. The wise management of schools for children of from 6 to 18 years of age is a different business from the wise management of colleges and universities. Not only is the age of the pupils different, but their mode of life and the discipline they need are also different. The mental capacity of young children is low compared with that of college students; their wills are weaker, and their moral qualities undeveloped. How can men who teach and govern young people from 18 to 24 years of age know anything about schools for children? Let them attend to the higher education and not attempt to teach experts in elementary and secondary education how to conduct their very different business. That a man has succeeded in conducting a college or a university makes it altogether probable that his advice will be worthless as to the best mode of conducting a school or a system of schools. We school superintendents and principals have to handle masses of average material; your college and university teacher has only a small number of exceptional individuals to deal with."

To meet this objection I wish to affirm and illustrate the proposition that the chief principles and objects of modern educational reform are quite the same from beginning to end of that long course of education which extends from the fifth or sixth to the twenty-fifth or twenty-sixth year of life. The phrase "educational construction" would perhaps be better than the phrase "educational reform;" for in our day and country we are really constructing all the methods of universal democratic education. We seldom realize how very recent and novel an undertaking this educational construction is. As a force in the world universal education does not go behind this century in any land. It does not go back more than twenty years in such a civilized country as France. It dates from 1871 in England. Plato maintained that the producing or industrial classes needed no education; and it is hardly more than a hundred years since this Platonic doctrine began to be seriously questioned by social philosophers. It is not true yet that education is universal even in our own land; and in all lands educational practice lags far behind educational theory. In this process of educational construction, so new, so strange, so hopeful, I believe that the chief principles and objects are the same from the kindergarten through the university, and therefore I maintain that school teachers ought to understand and sympathize with university reform and progress, and that college and university teachers ought to comprehend and aid school reform and progress. Let us review together those chief principles and objects, although in so doing I shall necessarily repeat some things I have often said before.

I. The first of these objects is the promotion of individual instruction—that is, the addressing of instruction to the individual pupil rather than to groups or classes. At present the kindergarten and the university best illustrate the progress of this

[1] A paper read before the American Institute of Instruction at Bethlehem, N. H., July 11, 1894. Reprinted from the Educational Review, October, 1894.

reform; but the beneficent tendency is clearly exhibited all along the line. In elementary and secondary schools the effort is constantly made to diminish the number of pupils assigned to one teacher; and in some fortunate secondary schools the proportion of pupils to teachers has already been intentionally made as favorable as it has incidentally become in the most prosperous universities which have been adding rapidly to their advanced courses of instruction. In urban school systems the number of pupils assigned to a teacher is recognized as the fundamental fact which determines better than any other single fact the quality and rank of each system among those with which it may be properly compared. Into the curricula of schools and colleges alike certain new matters have of late years been introduced for teaching which the older methods of instruction—namely, the lecture and the recitation—proved to be inadequate or even totally inapplicable. These new matters are chiefly object lessons in color and form, drawing and modeling, natural sciences like botany, zoology, chemistry, physics, mineralogy, and geology, and various kinds of manual training. In school and college alike the really effective teaching in all these subjects is that which is addressed to each individual pupil. All laboratory and machine-shop teaching has this character, no matter what the subject. The old-fashioned method of teaching science by means of illustrated books and demonstrative lectures has been superseded from the kindergarten through the university by the laboratory method, in which each pupil, no matter whether he be 3 years old or 23, works with his own hands and is taught to use his own senses. General explanations and directions may be given a class; but in the laboratory each individual's work must be separately supervised and criticised. There is nothing more individual than a laboratory notebook. In all laboratory and machine-shop work the rates of progress of different pupils vary widely. Quicker eyes, defter hands, greater zeal, and better judgment will tell, and the teacher has every opportunity to discover the natural gifts or defects of the different pupils and to develop the peculiar capacity of each mind. All the artistic subjects, as well as all the scientific, require individual instruction. In drawing, painting, and modeling the instruction is, of necessity, individualized. It is one of the best results of the introduction of manual training that each pupil must receive individual criticism and guidance. The instructor is compelled to deal with each pupil by himself and to carry each forward at his own rate of speed. In short, manual training breaks up class-room routine and introduces diversity of achievement in place of uniform attainment. I say that this principle applies all the way from the kindergarten to the professional school. It applies conspicuously in medical instruction; and within twenty-five years it has been there applied so successfully that it is no exaggeration to say that within this period the whole method of teaching medicine has been revolutionized throughout the United States. It is now universally recognized that it is impossible to teach medicine and surgery to large numbers of persons simultaneously by general descriptions, or by the use of diagrams, pictures, or lantern slides which many can see at once. Not that illustrated lectures and general demonstrations are wholly useless; but they hold only a subordinate place. The really important thing is individual personal instruction under circumstances which permit the student to see and touch for himself, and then to make his own record and draw his own inferences. Finally, the highest type of university teaching—the so-called seminary or conference method—is emphatically individual instruction.

It is hard to say at what stage of education from the primary grade to the final university grade the individualization of instruction is most important. The truth is that the principle applies with equal force all along the line. For the university president, the school superintendent, and the kindergartner alike it should be the steady aim and the central principle of educational policy; and whoever understands the principle and its applications at any one grade understands them for all grades.

II. Secondly, let me ask your attention to six essential constituents of all worthy education—constituents which in my opinion make part of the educational process from first to last, in every year and at every stage—and let me ask you particularly to consider which of these constituents belong to schools but not to colleges, or to colleges, but not to schools.

The first constituent is the careful training of the organs of sense, through which we get incessant and infinitely diversified communications with the external world, including in that phrase the whole inanimate and animate creation with all human monuments and records. Through the gate of accurate observation come all kinds of knowledge and experience. The little child must learn to see with precision the forms of letters, to hear exactly the sounds of words and phrases, and by touch to discriminate between wet and dry, hot and cold, smooth and rough. The organs of sense are not for scientific uses chiefly; all ordinary knowledge for practical purposes comes through them, and language, too, with all which language implies and renders possible. Then comes practice in grouping and comparing different sensations or contacts, and in drawing inferences from such comparisons—practice which is indispensable in every field of knowledge. Next comes training in making a record of the observation, the comparison, or the grouping. This record may obviously be made either in the memory or in written form; but practice in making accurate records there must be in all effective education. Fourthly comes training of the memory, or, in other words, practice in holding in the mind the records of observations, groupings, and comparisons. Fifthly comes training in the power of expression—in clear, concise exposition, and in argument or the logical setting forth of a process of reasoning. This training in the logical development of a reasoning process is almost the consummation of education; but there is one other essential constituent, namely, the steady inculcation of those supreme ideals through which the human race is uplifted and ennobled—the ideas of beauty, honor, duty, and love.

These six I believe to be essential constituents of education in the highest sense. We must learn to see straight and clear; to compare and infer; to make an accurate record; to remember; to express our thought with precision; and to hold fast lofty ideals. The processes I have described as separate often take place in the mind so rapidly that they, or some of them, seem to us simultaneous. Thus, intelligent conversation involves observation, comparison, record, memory, and expression, all in a flash. But if these be constituents of education, is not education a continuous process of one nature from beginning to end? Are not these six constituents to be simultaneously and continuously developed from earliest childhood to maturity? The child of 5 years should begin to think clearly and justly, and he should begin to know what love and duty mean; and the mature man of 25 should still be training his powers of observing, comparing, recording, and expressing. The aims and the fundamental methods at all stages of education should therefore be essentially the same; because the essential constituents of education are the same at all stages. The grammar school pupil is trying to do the same kinds of things which the high school pupil is trying to do, though, of course, with less developed powers. The high school pupil has the same intellectual needs which the university student feels. The development of a mind may be compared with the development of a plant—it proceeds simultaneously and continuously through all its parts without break or convulsion. If at any stage there seems to be a sudden leafing or blooming, the suddenness is only apparent. Leaf and bloom had long been prepared—both were enfolded in last year's bud. From first to last, it is the teacher's more important function to make the pupil think accurately and express his thought with precision and force; and in this respect the function of the primary school teacher is not different in essence from that of the teacher of law, medicine, theology, or engineering.

III. A considerable change in the methods of education has been determined during the past twenty-five years by the general recognition of the principle that effect-

ive power in action is the true end of education, rather than the storing up of information or the cultivation of faculties which are mainly receptive, discriminating, or critical. We are no longer content in either school or college with imparting a variety of useful and ornamental information, or with cultivating æsthetic taste or critical faculty in literature or art. We are not content with simply increasing our pupils' capacity for intellectual or sentimental enjoyment. All these good things we seek, to be sure; but they are no longer our main ends. The main object of education, nowadays, is to give the pupil the power of himself doing an endless variety of things which, uneducated, he could not do. An education which does not produce in the pupil the power of applying theory or putting acquisitions into practice, and of personally using for productive ends his disciplined faculties, is an education which has missed its main end. One humble illustration of the influence of this principle is the wide adoption of reading foreign languages at sight as a suitable test of fitness for admission to colleges. Another similar illustration is the use of question papers in geometry containing a large proportion of problems which do not appear in explicit form in the ordinary manuals, but which can be answered or solved by making a simple application of the geometrical principles developed in those manuals. These are tests of acquired power. We think it reasonable to test a student of chemistry by giving him an unknown substance to analyze. Can he find out what it is and prove his discovery correct? In other words, can he apply his information and knowledge of methods to a problem which is to him wholly unknown? Has he acquired not only information, but power? The whole field of natural science is available for that kind of training in power getting which it is the main object of modern education to supply. It is not what the student of medicine has heard about, or seen others do, but what he can do himself with his own eyes and hands and with his own powers of comparing and judging, which will give him preeminence as a physician or surgeon. To give personal power in action under responsibility is the prime object of all medical education. This same principle, however, applies just as well in the primary school as in the professional school. Education should be power getting all the time from the beginning to the end of its course. Its fundamental purpose is to produce a mental and moral fiber which can carry weight, bear strain, and endure the hardest kinds of labor.

IV. The next educational principle which I believe to apply to two-thirds of the entire educational course between 5 and 25 years of age is the principle of the selection or election of studies. In the first three or four years of a child's education—say from 5 or 6 years of age to 9 years—there are not so many possible subjects of equal value and necessity but that the child may pursue them all to some adequate extent; but by the ninth or tenth year of age more subjects will claim the child's attention than he will have time for, thereupon arises the necessity for a selection of studies. As the child advances from the elementary school to the secondary school, and from the secondary school to the college, the number and variety of subjects from which to choose will rapidly increase, until in the department of arts and sciences of the university he will find that he can not attempt to follow the twentieth part of the instruction offered him. Table I and II, in the report of the committee of ten, demonstrate abundantly the absolute necessity for selection or election of studies in secondary schools, and even in the later years of the elementary course. Who shall make the selection, is really the only practical question. The moment we adopt the maxim that no subject shall be attacked at all, unless it is to be pursued far enough to get from it the training it is fit to supply, we make the election or selection of studies a necessity. This principle has now been adopted by all colleges and universities worthy of the name, and by the greater part of the leading high schools, academies, endowed schools, and private schools; but in these secondary institutions the principle is commonly applied rather to groups of subjects than to single subjects. The result is an imperfect application of the elective

principle, but it is much better than any single uniform prescribed course. Finally, this principle has within a few years penetrated the grades, or the grammar schools, and has earned its way to a frank recognition at that stage of education.

It is no objection to the principle, and it establishes no significant distinction between college experience and school experience, that there must obviously be limitations of diversity in studies during school life. School programmes should always contain fair representations of the four main divisions of knowledge—language, history, natural science, and mathematics—but this does not mean that every child up to 14 must study the same things in the same proportions and to the same extent. On the contrary, representation of the different kinds of knowledge and mental action having been secured, the utmost possible provision should be made for the different tastes, capacities, and rates of progress of different children. Moreover, a main object in securing this representation of language, history, science, and mathematics in the earlier years of education is to give the teacher opportunity to discover each pupil's capacities and powers. There is, however, no ground of distinction between school teaching and university teaching in respect to these special limitations; for if we turn to the very last stage of education—professional training—we find there a serious limitation on the principle of election, a limitation imposed by the necessity of giving all young lawyers, physicians, ministers, teachers, engineers, biologists, or chemists the considerable quantity of strictly professional information and practice which every future member of these several professions absolutely needs. Again, for the same reason, scientific or technological schools must for the present use a group system rather than a free election of studies. They must adjust their present instruction to current professional needs. The freest field for the principle of selection or election of studies lies between the ages of 13 and 23, including five or six years of school life and all of college life. School men and college men alike should rejoice in this free field.

V. The next rule of educational reform, which applies at every stage of the long course of education that civilized society provides, relates to what is called discipline. Down to times quite within my memory the method of discipline both in school and college was extremely simple, for it relied chiefly, first, on a highly stimulated emulation, and secondly, on the fear of penalty. It had not been clearly perceived that an immediate, incessant, and intense emulation does not tend to develop independent strength of will and character, good in either solitude or society, and that fear of penalty should be the last resort in education. It is now an accepted doctrine that the discipline of childhood should not be so different from that of adolescence as to cause at any point of the way a full stop and a fresh start. A method of discipline which must be inevitably abandoned as the child grows up was not the most expedient method at the earlier age; for the reason that in education the development and training of motives should be consecutive and progressive, not broken and disjointed. Herein lies one of the objections to whipping, or other violence to the body, and to all methods which rely on the fear of pain or of artificial penalties or deprivations. There comes an age when these methods are no longer applicable. At 18 there are no methods of discipline analogous to whipping, or to the deprivation of butter, sweetmeats, supper or recreation, or to the imposition of verses to learn, or of pages of Latin or English to copy. If this sort of motive has been relied on up to 18, there will then be need of a whole new set of motives. For these reasons among others the judicious teacher, like the judicious parent, will not rely in childhood, if he can help it, on a set of motives which he knows must inevitably cease to operate long before the period of education is ended. By preference, permanent motives should be relied on from beginning to end of education, and this for the simple reason that the formation of habits is a great part of education, and in that formation of habits is inextricably involved the play of those recurrent emotions, sentiments, and passions which lead to habitual volitions. Among the permanent motives which act all through life are prudence, caution, emulation, love of

approbation, and particularly the approbation of persons respected or beloved, shame, pride, self-respect, pleasure in discovery, activity, or achievement, delight in beauty, strength, grace, and grandeur, and the love of power and of possessions as giving power. Any of these motives may be overdeveloped; but in moderation they are all good, and they are available from infancy to old age.

From the primary school through the university the same motives should always be in play for the determination of the regulation of conduct. Naturally they will grow stronger and stronger as the whole nature of the child expands and his habits become more and more firmly fixed; and for this reason these same enduring motives should be continuously relied on. Obviously, then, there is no difference between men who manage colleges and men who manage schools in relation to this important principle of educational reform. The methods of both should be identical; and the college man or the school man who does not guide and govern through the reason of his pupils, through their natural interest in observation, experiment, comparison, and argument, and through the permanent motives which lead to right conduct, is not in sympathy with one of the most humane and hopeful educational reforms of the present generation. All teachers who deserve the name now recognize that self-control is the ultimate moral object of training in youth—a self-control independent of temporary artificial restraints, exclusions, or pressures, as also of the physical presence of a dominating person. To cultivate in the young this self-control should be the steady object of parents and teachers all the way from babyhood to full maturity.

VI. The next principle of educational construction to which I invite your attention is again one which applies throughout the length and breadth of education. It is the specialization of teaching. One might easily imagine that this principle had already been sufficiently applied in universities, and only needed to be applied hereafter in schools, but the fact is that the specialization of instruction is still going on in universities, and needs a much greater extension in American colleges and professional schools than it has yet received. Dr. Oliver Wendell Holmes was professor of anatomy and physiology in Harvard University down to 1871, and he really taught, in addition to these two immense subjects, portions of histology and pathology. He described himself as occupying not a chair, but a settee. The professorship in Harvard University which was successively occupied by George Ticknor, Henry Wadsworth Longfellow, and James Russell Lowell, is the Smith professorship of the French and Spanish languages and literatures. In many American colleges we find to-day the same professor teaching logic, metaphysics, ethics, and political economy. Indeed, this was the case in Harvard College down to 1871, except that moral philosophy and Christian ethics were detached from the Alford professorship from and after 1860. The specialization of instruction is by no means completed in American colleges. It is better advanced now in American secondary schools than it was in the American colleges eighty years ago, and it is just beginning to be developed in the American grammar schools, or grades, where it is generally spoken of as departmental organization. From the extension of this principle in American schools much is to be hoped within the next ten years, particularly for the teacher. To teach one subject to pupils at different stages, adapting the instruction to their different ages and capacities, watching their development, and leading them on with due regard to individual differences through four or five years of continuous progress, gives an inexhaustible interest to the teacher's function. To master one subject so as to be able to give both elementary and advanced instruction in it, is for the teacher himself a deep source of intellectual enthusiasm and growth. Real scholarship becomes possible for him, and also a progressive intellectual expansion through life; for only progressive scholars can maintain for many years the mastery of even a single subject. Does it seem to you an unreasonable expectation that teachers in the grades, or grammar schools, should possess the mastery of single subjects? Careful observation seems to me to give assurance that exceptional

teachers, both men and women, already possess this mastery, and that what remains to be done is to make the exceptions the rule. Toward effecting this great improvement two important measures are the elevation of normal schools and the creation or strengthening of educational departments in colleges and universities. At any rate, there can be no doubt that this specialization of instruction is a common need from beginning to end of any national system of instruction, and that is capable of adding indefinitely to the dignity, pleasure, and serviceableness of the teacher's life. Obviously this common need and aspiration should unite rather than divide the various grades of education, and should induce cooperation rather than cause dissension.

VII. There is a fundamental policy in regard to educational organization which should unite in its support all teachers, whether in schools or universities—the policy, namely, that administrative officers in educational organizations should be experts, and not amateurs or emigrants from other professions, and that teachers should have large advisory functions in the administration of both schools and universities. The American colleges and universities are better organized in this respect than the American schools. More and more, the heads of the institutions of higher education are men of experience in education itself or in other administrative services. The presidencies of colleges are no longer filled, as a rule, by withdrawing from the ministry men well advanced in life and without experience in teaching. The deans of the rather distinct schools which compose universities are usually men of experience in their several departments; and much power is exercised by the faculties of colleges and universities, these faculties being always bodies composed of the more permanent teachers. Moreover, in large colleges and universities all the teachers of a given subject are often organized into a body called a division or department, with a chairman chosen from among them as a judicious man and a distinguished teacher. These or similar dispositions need to be adopted throughout the large urban school systems. Superintendents should be educational experts of proved capacity. Their assistants, whether called supervisors, inspectors, or assistant superintendents, should be organized as a council or faculty, and all the teachers of a single system should be associated together in such a way that by their representatives they can bring their opinions to bear on the superintendent and his council, or in the last resort on the committee or board which has the supreme control of the system. The teachers of the same subject should also be organized for purposes of mutual consultation and support, and at their head should be placed the best teacher of the subject in the whole system, that his influence may be felt throughout the system in the teaching of that subject. Moreover, the colleges and the schools need to be assimilated in respect to the tenure of office of teachers. After suitable probationary periods, the tenure of office for every teacher should be during good behavior and efficiency.

In general, the differences of organization between colleges on the one hand and school systems on the other are steadily growing slighter. The endowed schools and academies already have an organization which closely resembles that of the colleges, and all the recent changes in the mode of conducting urban school systems tend in the good direction I have described. There is in some quarters a disposition to dwell upon the size of public school systems as compared with the size of colleges and universities; but size is no measure of complexity. A university is indefinitely more complex than the largest city school system, and the technical methods of university management are more various and intricate than the technical methods of any school system. Independently of all questions of size or mass, however, administrative reform is taking the same directions in both colleges and schools—first, toward expert control under constitutional limitations; secondly, toward stable tenures of office; and thirdly, toward larger official influence for teachers.

Recalling, now, the main heads which have been treated, namely, the individualization of instruction, the six essential constituents of education, power in action as

the true end of education, the selection or election of studies, the appeal to permanent instead of temporary motives for controlling conduct, the specialization of teaching, and the right principles of educational organization, do we not see that the principles and methods of educational reform and construction have a common interest for all teachers, whether connected with colleges, secondary schools, or elementary schools, and shall we not agree that there is something unphilosophical in the attempt to prejudice teachers of whatever grade against the recommendations of the committee of ten and of the conferences that committee organized, on the grounds that a small majority of the persons concerned in making them were connected with colleges, and that the opinion of college or university officers about school matters are of little value?

The plain fact is that there is community of interests and aims among teachers throughout all the grades into which the course of education is at present artifically divided. The identity of the principles which govern reforms and improvements at every stage is strikingly illustrated by the simultaneousness and similarity of the advances now being everywhere made. Elementary schools, secondary schools, and colleges all feel similar impulses, and are all making similar modifications of their former methods. I can testify from personal observation that some of the administrative improvements lately made in universities resemble strikingly improvements made at the other extremity—namely, in the kindergartens. It is very noticeable that even some of the mechanical or business changes made in school administration—changes which were not supposed to have any bearing on the philosophy of education, or on new methods of teaching—have facilitated true educational reform. Thus, the method of transporting children at public expense to central grammar schools in a rural town, or to high schools in large towns and cities, has distinctly facilitated the introduction of departmental and elective instruction. Again, the purchase and free issue of books for pupils by towns and cities has facilitated the use of good literature instead of readers—an important contribution toward improving the teaching of the native language and literature by increasing interest in them and love for them. In like manner, the institution of departmental libraries—that is, of small working collections of books on the same general subject, deposited in a place by themselves, and always accessible to students of that subject—has made possible great improvements in the instruction of Harvard College and many other colleges.

The committee of ten declare in their report "that it is impossible to make a satisfactory secondary school programme, limited to a period of four years, and founded on the present elementary school subjects and methods." In view of the rapid changes now going on in elementary school subjects and methods, this declaration amounts to saying that the committee's work on the four secondary school programmes they recommend has only a temporary interest. Tables I, II, and III of their report have some permanent value; but Table IV, which contains the four programmes called classical, Latin-scientific, modern languages, and English, and which cost the committee a great deal of labor, will surely be rendered useless by improvements in the elementary and secondary schools which may easily be accomplished within ten years. Some firm, lasting principles are embodied in Table IV, but the programmes themselves are only temporary trestlework.

If I were asked to mention the best part of the contribution which the committee of ten have made to the progress of American education, I should say that their general method of work was the best part—the method of investigation and discussion by subject of instruction teachers and experts from all sorts of colleges and universities and from all sorts of schools, public, private, and endowed, taking part in both investigation and discussion. The committee's method of work emphasizes the community of interest at all grades, and the fact that experience at every grade is valuable for suggestion and counsel at all other grades. To my thinking, the present artificial and arbitrary distinctions between elementary schools and secondary

schools, or between grammar schools and high schools, have no philosophical foundation, and are likely to be profoundly modified, if they do not altogether pass away. In the same sense, I believe that the formal distinction between college work and university work is likely to disappear, although the distinction between liberal education and technical or professional education is sure to endure. I have never yet seen in any college or university a method of instruction which was too good for an elementary or a secondary school. The alert, inspiring, winning, commanding teacher is just the same rare and admirable person in school and in college. There is, to be sure, one important element of university work which schools and colleges can not participate in—namely, the element of original investigation—but although this element is of high importance, and qualifies, or flavors, a considerable part of university work, there remains in all large universities, and particularly in those which make much of professional training, an immense body of purely disciplinary work, all of which is, or should be, conducted on principles and by methods which apply throughout the whole course of education. When it is a question how best to teach a given subject, the chances are that college or scientific school teachers of that subject can help school teachers, and that school teachers can help college teachers. Moreover, it is important that each should know what the other does. I have observed, too, that, even when neither party is ready to venture on affirmative counsel, each is pretty well prepared to tell the other what not to do. Such negative counsel is often very useful.

On the whole, the greatest promise of usefulness which I see in the report of the committee of ten lies in its obvious tendency to promote cooperation among school and college teachers and all other persons intelligently interested in education, for the advancement of well-marked and comprehensive educational reforms.

REPORT OF THE COMMITTEE OF TEN.

By James H. Baker, President of the University of Colorado.

HISTORY.

In a report on requirements for admission to college, made to the National Council of Education in 1891, the following recommendation appeared:

"That a committee be appointed by this council to select a dozen universities and colleges and a dozen high and preparatory schools to be represented in a convention to consider the problems of secondary and higher education."

In accordance with the recommendation the committee making the report, of which the writer was chairman, was authorized to call a meeting of representatives of leading educational institutions at Saratoga in 1892. Invitations were issued and some 30 delegates responded. After a three days' session a plan was formulated which was adopted by the National Council. The committee of ten thus appointed and charged with the duty of conducting an investigation of secondary school studies held its first meeting in New York City in November, 1893. The committee arranged for nine subcommittees or conferences, each to consider a principal subject of high school courses, and submitted to them definite inquiries. Each conference was composed of prominent instructors in the particular subject assigned. The inquiries covered such points as place of beginning the study, time to be given, selection of topics, advisability of difference in treatment for pupils going to college and for those who finish with the high school, methods, etc. The reports of these conferences in printed form, together with a summary of the recommendations, were in the hands of the committee of ten at their second meeting in New York, November, 1893. The report of the committee of ten, including the conference reports, through the good offices of the Commissioner of Education, was published by the Government, and it has now been before the country for some months.

GENERAL COMMENTS.

The manner of investigation took a somewhat different turn from what was anticipated when the original report, which led to the undertaking, was made, but I do not doubt the wisdom of the plan finally adopted. The committee is confident that it would be difficult to find groups of men in America better fitted than the members of the conferences to discuss the specific subjects assigned them, and their recommendations as to choice of matter, the time element, place in the curriculum, and the best methods constitute a most valuable contribution to the educational literature of the period. In the main they represent the best thought of practical educators. It is not my purpose to enter into a discussion of the details of these conference reports. Each report, and in many instances each part of the report, is in itself a large theme. The summary of results and the recommendation of the committee of ten will occupy the time allotted me.

It was expected that the report as a whole would excite much discussion and invite extensive criticism; and if no other result is attained than the sharpening of wits in controversy, the existence of the report has sufficient warrant.

It is impossible to say of any opinions that they are final and of any methods that they are the best. Some hold that the eternal verities are to be discovered in the consciousness of the few geniuses, and that obtaining a consensus of opinion is not the way to reach wise conclusions. If we are Hegelian in our philosophy of history, we shall hold to the law of development, shall believe that each stage of thought is a necessary one, that the best light is obtained by the historic method, and that the highest evolution of thought is to be found in the belief and practice of the advanced representatives of any line of investigation. The work of the conferences was to correlate the parts of each subject by the method of applying reason to history; it was the work of the committee proper to correlate these results by the same method. Whether the committee was large and varied enough to represent all sides is to be decided by the discussions of those best fitted to form opinions.

SUMMARY OF RECOMMENDATIONS.

After a careful review of the work of our committee I venture to make a formal list of opinions presented, most of which I think should be heartily indorsed, reserving till later the discussion of a few of them.

(1) That work in many secondary school studies should be begun earlier.

(2) That each subject should be made to help every other, as, for example, history should contribute to the study of English, and natural history should be correlated with language, drawing, literature, and geography.

(3) That every subject should be taught in the same way, whether in preparation for college or as part of a finishing course.

(4) That more highly trained teachers are needed, especially for subjects that are receiving increased attention, as the various sciences and history.

(5) That in all scientific subjects laboratory work should be extended and improved.

(6) That for some studies special instructors should be employed to guide the work of teachers in elementary and secondary schools.

(7) That all pupils should pursue a given subject in the same way and to the same extent as long as they study it at all.

(8) That every study should be made a serious subject of instruction, and should cultivate the pupil's powers of observation, memory, expression, and reasoning.

(9) That the choice between the classical course and the Latin-scientific course should be postponed as long as possible, until the taste and power of the pupil have been tested and he has been able to determine his future aim.

(10) That twenty periods per week should be adopted as the standard, providing that five of these periods be given to unprepared work.

(11) That parallel programmes should be identical in as many of their parts as possible.

(12) That drawing should be largely employed in connection with most of the studies.

(13) The omission of industrial and commercial subjects. This is mentioned without comment.

(14) That more fieldwork should be required for certain sciences.

(15) The desirability of uniformity; not definitely recommended in the report.

(16) That the function of the high schools should be to prepare for the duties of life as well as to fit for college.

(17) That colleges and scientific schools should accept any one of the courses of study as preparation for admission.

(18) That a good course in English should be required of all pupils entering college.

(19) That many teachers should employ various means for better preparation, such as summer schools, special courses of instruction given by college professors, and instruction of school superintendents, principals of high schools, or specially equipped teachers.

(20) That the colleges should take a larger interest in secondary and elementary schools.

(21) That technological and professional schools should require for admission a complete secondary school education.

(22) That each study pursued should be given continuous time adequate to securing from it good results.

The points of the report which I should question are as follows:

(1) That Latin should be begun much earlier than now. (This is a conference recommendation.)

(2) That English should be given as much time as Latin. (Conference recommendation.)

(3) The large number of science subjects recommended, with loss of adequate time for each.

(4) The omission of a careful analysis of the value of each subject, absolute and relative, preparatory to tabulating courses.

(5) The apparent implication that the multiplying of courses is advisable.

(6) The implications that the choice of subjects by the pupils may be a matter of comparative indifference—the doctrine of equivalence of studies.

(7) Some parts of the model programmes made by the committee.

BEGINNING CERTAIN STUDIES EARLIER.

An examination of tabulated results of the investigations of the conferences will show that in their opinion the following studies should be begun below the high school:

English literature.
German or French.
Elementary algebra and concrete geometry.
Natural phenomena.
Natural history.
Biography and mythology, civil government, and Greek and Roman history.
Physical geography.

There has been much discussion within a few years as to improvements in elementary courses of study, with, I believe, a growing tendency toward important modifications. Rigid and mechanical methods and an exaggerated notion of thoroughness in every detail have often become a hindrance to the progress of the pupils in elementary schools. The mind of the child is susceptible of a more mature development at the age of 14 than is usually attained. There are numerous exam-

ples of pupils in graded schools, who, with very limited school terms, prepare for the high school at the age of 14. Under the guidance of painstaking and intelligent parents or private tutors, children cover in a very brief time the studies of the grammar school. All have noted, under favoring conditions, a surprising development at an early age in understanding of history, literature, and common phenomena, a growth far beyond that reached at the same age in the schools. These facts simply show the possibilities of the period of elementary education. We understand that ultimately those best prepared to judge must determine the modifications, if any are needed, of the elementary courses. Some say the courses are already overcrowded, it is impossible to add anything. Is it not true, however, that by placing less stress upon a few things, by arousing mental activity through the stimulus of the scientific method, and by improving the skill of the teachers, the work suggested by these conferences may be easily accomplished? All these experiments are already old in many schools in the country.

Consider the logical order of studies. Each child, almost from the dawn of consciousness, recognizes relations of number and space, observes phenomena, and draws crude inferences, records in his mind the daily deeds of his associates, and employs language to express his thought, often with large use of imagination. Already has begun the spontaneous development in mathematics, science, history, and literature. Nature points the way and we should follow the direction. These subjects in their various forms should be pursued from the first. Hill's True Order of Studies shows that there are some five parallel, upward-running lines representing the divisions of knowledge, and that development may be compared to the encircling onward movement of a spiral which at each turn cuts off a portion of all the lines. If we accept this view, we must grant that geometry on its concrete side belongs to the earliest period of education; that the observation of natural phenomena with simple inferences will be a most attractive study to the child; that the importance of observation of objects of natural history is foreshadowed by the spontaneous interest taken in them before the school period; that tales of ancient heroes, and the pleasing myths of antiquity, together with the striking characters and incidents of Greek and Roman history, belong to the early period of historic knowledge; that the whole world of substance and phenomena that constitutes our environment should be the subject of study under the head of physiography or physical geography; that the thoughts of literature, ethical and imaginative, appeal readily to the child's mind. We may add that the taste of children may be early cultivated and that the glory which the child discovers in nature makes possible the art idea and the religious sentiment. The reason for beginning a foreign language early is somewhat independent, but all agree that early study of a living language is desirable.

Should we not reconsider our analysis of the elementary courses? Superintendents and teachers will find the necessary changes not impossible, but easy. The sum of all that is recommended for the elementary schools by the conferences is not so formidable as at first appears.

IDENTITY OF INSTRUCTION.

The relation of the mind to a study is determined by the nature of the mind and the nature of the study, and there seems to be no reason in psychology why a college preparatory subject should be taught differently to one fitting for the duties of life. Besides, it is economy to make identical the work of different courses as far as possible. There was perfect unanimity in the opinion that the same studies should be pursued by all in the same way as far as taken.

BETTER TEACHERS.

Everyone knows that many teachers are unskilled to present in the elementary schools the beginnings of geometry, science, history, or literature, and that the failures in this work are due to the mechanical efforts of those who have had no higher

or special training. The demands of present methods are imperative for improved power in instruction. Science is well taught in but a few schools. I have seen within a few months a school which taught biology from a manual without specimen, microscope, or illustrations. It was a humiliating confession of the committee that the classical course is superior, for the reason that it is difficult to find enough instructors competent to teach modern subjects by modern methods.

POSTPONING CHOICE OF COURSES.

A very important principle recognized by the committee is the advantage of postponing the necessity of making a final choice of courses as long as possible. In this country we have no fixed conditions of rank, and the poor man's son has the same privileges as the sons of men of position and wealth. Hence, the station in life is not determined by the differentiation in courses at an early period. Very few parents decide upon the final character of the children's instruction much before the beginning of the college period.

For these reasons I would not agree with the conference recommendation to begin Latin at an earlier period. It would not be economy; there is enough else that belongs to the elementary stage of education, and I would not recommend a plan that is founded upon the foreign view of caste and fixed condition in life.

UNIFORMITY.

Uniformity in requirements for admission to college was the subject of the report that finally led to this investigation. Although uniformity is not prominently urged in the report of the committee of ten, I think that the logical outcome of the latter report will be a tendency toward uniformity. There is a vigorous conflict of opinion to-day as to nationalism and individualism, with a strong tendency, especially in education, toward individualism. In my judgment there exists a harmful slavery of the high and preparatory schools to the erratic and varied demands of different colleges, and also a slavery to ignorance and caprice in some schools themselves, which would be removed by a general agreement to uniformity. Men are not enslaved, but are emancipated, by organization, and freedom of the individual is found in the good order of society and government. In a facetious criticism of the committee's report by a man with whom I have had many a friendly tilt, I read the following. The writer is arguing for extreme individualism in choice of studies: "Please tell us if you and your colleagues on the conference considered any methods for the encouragement of cranks." No; for the encouragement neither of cranks nor of crankiness, but for the encouragement of the best kind of rational education. While there are a few wise, independent investigators who need no enforced uniformity and will not be bound by the recommendations of others, nine-tenths of the schools are largely imitators, or, worse, are working independently with limited insight, and this nine-tenths would be vastly improved by adopting courses and methods growing from a consensus of the best opinions of the country. The lowest would thereby tend to rise to the highest and from that plane a new advance could be made. Meantime the original thinkers would be free to push forward toward higher results to be generally adopted later. Through contact of various ideas some principles are settled, and the world is free to move on toward fresh discovery.

The selection of studies is to be determined largely by the nature of the mind and the universal character of natural and civil environments, and this fact points toward the possibility of uniformity. The period of secondary education is not the period for specializing, and even if it is there should be some uniformity in differentiation. In the United States there is a general uniformity of tradition of government, of civilization, and the educated youth of San Francisco bears about the same relation to the world as the educated youth of Boston; hence, so far as elementary and secondary education is pursued, there is no reason why it should not be substantially the same in various schools, not in details belonging to the individual teacher, but

in paper requirements and important features of methods. This is an argument for the general adoption of such recommended courses as shall be the final outcome, after free discussion of the investigations of these conferences and of the committee.

CONNECTION BETWEEN HIGH SCHOOLS AND COLLEGES.

Nothing in the whole report is more important than the proposed closer connection between high schools and colleges, and this is clearly and forcibly urged. Whatever course of study properly belongs to a secondary school is also a good preparation for higher education, else either secondary or higher education is seriously in error. Whenever a youth decides to take a college course, he should find himself on the road toward it. No one can doubt that in the coming years pupils from properly arranged high school courses must be admitted to corresponding courses in higher education. The divorcement between higher education and all lower grade work, except the classical, has been a fatal defect in the past. The entire course of education should be a practical interest of college professors, and there should be a hearty cooperation between them and school superintendents and principals in considering all educational problems.

STANDARD OF PROFESSIONAL SCHOOLS.

It is a fact of significance that a committee on which some leading institutions are represented urges the professional schools of the country to place their standard of admission as high as that of the colleges; and we hope that aid will thus be given the institutions endeavoring to raise the prevailing low requirements of law, medical, and divinity schools.

The reports of most of the conferences asked for continuous and adequate work for each subject, that it might become a source of discipline and of valuable insight. No doubt part of the work in high schools is too brief and fragmentary to gain from it the best results, and I regret that the committee report did not more clearly present this defect.

In fact, I believe the aim should be to reduce the number of courses, the number of subjects, and the number of topics under a subject. It is not necessary that the entire landscape be studied in all its parts and details if a thorough knowledge of the most prominent features is gained.

CHOICE OF SUBJECTS.

In one important point I was constrained to differ from the reading of the report, as finally submitted, although the expressions to which exceptions were taken were due rather to the standpoint of the writer of the report than the resolutions of the committee. I refer to those paragraphs in which it is implied that the choice of studies in secondary schools may be a matter of comparative indifference, provided good training is obtained from the subjects chosen. This view makes education formal without giving due regard to the content. Here are the world of nature and the world of mind. Nature, when its meaning is realized, has the same meaning for all, and in its various phases affects all in substantially the same way. The history of mankind in its various kinds and degrees of development has the same content for all. The nature of mind in generic characteristics and the universal truths that belong to the spiritual world are the same for all. Mind has the same powers in all human beings. We all know, feel, and will; all persons acquire through attention; retain in memory under the same conditions; obey the same laws of association; reason, so far as rightly, from the same principles; act from motives. Men may be classed crudely according to the motives that will appeal to them. While there are infinite variations in details of men's natures, in power of insight, degree of development, methods of acquisition, predominant motives, in interests and tendencies, all persons in their growth obey the laws of human nature. Hence I argue that a

science of education is possible; that it is possible to select studies with a view to their universal use in the primary development of the powers and with the assurance of superior value as revealing to man his entire environment and the nature of his being.

Mere form, mere power, without content, means nothing. Power is power through knowledge. The very world in which we are to use our power is the world which we must first understand in order to use it. The present is understood not by the power to read history but by what history contains. The laws of nature and deductions therefrom are not made available by mere power, but by the power which comes from the knowledge of them. Hence the education which does not include something of all views of the world and of the thinking subject is lacking in data for the wise and effective use of power.

ANALYSIS OF STUDIES.

In view of this position I would regard it the duty of the committee to analyze carefully the nature and importance of each leading subject representing a part of the field of knowledge, to the end that a wise correlation of the work of the conferences might be made. The study of number in its concrete form and in its abstract relations, the study of space relations as founded upon axiomatic truths, are necessary as a basis of many kinds of knowledge, as representing an essential view of the world, as a foundation for the possibilities of commerce and structures, and as furnishing important training in exact reasoning. Science includes many things; but chemistry and physics, which explain the manifestations of force in the material world; biology, which reveals important laws of plant and animal life, and physiography, which acquaints us with our entire environment as to location, phenomena, and partial explanation—these are connected with the practical side of civilization and the welfare of humanity, and are a guard against superstition and error. They are indispensable for practice in induction, and they should be well represented in a course of study. History, in which man discovers the meaning of the present and gains wisdom for the future, which is a potent source of ethical thought, must not be omitted. English language, as the means of accurate, vigorous, and beautiful expression, and English literature, which is the treasury of much of the world's best thought, are not subjects to leave to the election of the pupil.

In addition to the training in observation, memory, expression, and inductive reasoning which most studies offer, we must consider the development of imagination, right emotion, and right will. In other words, æsthetic and ethical training is most essential. Secondary schools need not employ formal courses of study to this end, but various means may be employed incidentally. There are a hundred ways in which taste may be cultivated, and literature is one of the best means for developing the art idea. Moral character is developed by right habit, by the right use of the powers in the process of education, by growth in knowledge of ethical principles, by growth of the spirit of reverence, and by the ethical code of religion. All of these means, except the formal use of the last, may be employed by the schools. And the ethical element is inherent in the very nature of right education. To educate rightly is to educate ethically. History, biography, and literature make direct contributions to ethical knowledge.

We now reach the study of foreign classical tongues. If there is nothing more than formal training, for instance, in Latin, the sooner we abandon its study the better. But we find in it also a valuable content. In the process of development some phases of human possibility seem to have been almost fully realized, while the world has continued to develop along other lines. In such cases we must go back and fill our minds with the concepts that belong to the remote period. The insight into the character of the peoples and their institutions, the concepts of their civilizations, the beauty of their literatures, the practical contribution to the knowledge of our own language, form an important content to be realized by the study of the

Greek and Latin classics. From the foreign modern tongues German may be chosen because of its valuable literature, its contributions to science, its dignity, and its relation to the Anglo-Saxon element of our own language.

We have endeavored to show that the choice of studies is not a matter of indifference, that mathematics, science, history, the English language and literature, foreign language, and art and ethics all belong to the period of secondary education, and we have tried to suggest the inference that all should be employed. The relative importance of each can not be exactly measured, but experience and reason must guide us.

ORGANIZATION OF COURSES.

Granting that these are the subjects to be used in making secondary school programmes, we must consider the time element the most difficult problem of all. But we must grapple with it calmly and firmly, as did each of the conferences in their recommendations, and correlate, in the light of history and reason, the data given by the conference. We must grant the possibility of certain differentiations at some points in the high school courses. For instance, pupils choosing the classical course must depart in a measure from the normal modern programme.

I have placed at the end of this discussion for comparison tables which group subjects under the four heads named in the analysis—mathematics, science, history and English, and foreign language.

Table of subjects as assigned by the committee.—The first table shows, classified, the nine divisions of subjects, as assigned to the nine conferences, respectively.

Table showing recommendations of the conferences.—The second table shows the recommendations of the conferences classified in the same way as above. Since the conferences worked separately this table shows at almost every point need of adjustment. For the first year an aggregrate of 22 periods per week is recommended, for the second 37½, for the third 35, for the fourth 37½. The programme maker must either choose a few subjects, omitting other essential ones, or must adjust the time and order relations of the table. The latter appears to be the preferable alternative.

Table showing proposed arrangement of courses.—I would base the whole subject of programme making upon the relations of the child to the world of knowledge; would make mathematics, science, history, and literature the foundation, and provide for the foreign languages by additions or by modification and substitution. I would adopt the present standard for mathematics, and would limit the number of sciences recommended by the conferences. Arranging for convenience the studies in four parallel lines, under the heads of mathematics, science, history and English, and foreign language, I would give to history and English the time of one of the four divisions. English is the native tongue and is already familiar, and English literature will be read voluntarily through life if the taste for it and the power to understand it are acquired in the schools. History, if the right method of study be imparted and the interest be cultivated, will also be pursued voluntarily. We may allow for Latin about the usual time, and in the classical course we may substitute Greek for some of the sciences and mathematics. In case an additional foreign language is taken it must be an extra, or the time of each line of work must be shortened or further substitutions must be made as wisely as possible.

The table showing the proposed arrangement of courses is not worked out in detail. It suggests that approximately one-fourth of the time be given to each column; that in other courses than the classical, if a second foreign language be taken, it should be regarded as an extra if possible; that Greek, if taken, be substituted for the science of the last two years and the mathematics of the last year. This combines simplicity of plan, identity of instruction in the same subject for all courses, and continuous and adequate work with the necessary differentiation.

Tables showing the courses as arranged by the committee, the subjects being reclassified for comparison.—In view of this discussion I would offer the following criticisms of the four model courses presented by the committee:

(1) While there is much to be said in favor of the courses as they stand, I think they lack more or less in simplicity of arrangement, in proper classification, in proportion, in continuity and adequateness of time for some of the subjects, in economy to a slight degree, and in failure to properly limit the number of studies.

(2) Taking 80 as the aggregate number for each of the four courses the proportionate number of each group is as follows:

Course.	Mathematics.	Science.	History and English.	Foreign language.
Classical	14	9	18	39
Latin-scientific	14	18	19	29
Modern language	14	18	19	29
English	14	18	30	18

Except in the English course, foreign language appears to have more than its just proportion, and history and English claim a very large share in the course with one foreign language.

(3) It is doubtful whether higher algebra belongs to a high school course, although it is inserted in my own scheme.

(4) The scheme for science violates the principle so strongly urged of adequate time for each subject. Too many science subjects are inserted. It is better to pursue four sciences, each one year, than to take twice the number with half a year for each. If we select as the most important high school sciences, for instance, physical geography, physics, chemistry, and biology, we shall see that the committee have added (1) botany or zoology, (2) astronomy, (3) meteorology, (4) geology or physiography, (5) physiology. In the second and fourth years two sciences are presented side by side. Moreover, physics, the generic science, is given only three hours, no more than is given botany or zoology.

(5) In two of the courses besides the classical no history appears in the second and fourth years, except as an option in the fourth.

(6) Since in small high schools pupils in all courses should be taught the same subject in one class, there appears to be a mistake in that in a few instances divisions are made necessary.

FINAL STATEMENT.

The criticisms of the report of the committee of ten which I would emphasize most are these: The lack of a bold and clear analysis of the value of subjects before correlating the recommendations of the conferences; the implications that the committee favored an extreme theory of equivalence of studies; practical details in the organization of the model courses.

I do not know how far other members of the committee may agree with me in any of these adverse views, nor what stand may be taken by the council, and I feel a diffidence in taking exceptions to any parts of results the most of which can but be heartily approved. If the committee consent and the council wish it, it would seem very desirable that these points be given further consideration. It would be easy to obtain by correspondence the views of a few of the most intelligent programme makers in the country, and the committee could hold another meeting at some convenient time. We must remember that a large percentage of the schools will look chiefly at the practical and formal results of the investigation, hence the importance to be attached to the model courses. May I add that the recommendations of the conferences to introduce certain subjects in the elementary school period are worthy of the most careful and extended consideration at no remote date by a competent committee.

In closing I wish to express my most hearty appreciation of the work done by the other members of the committee, and especially by the chairman, who took the greater share of the burden as well as faith in the general results which should be but the beginning of a much needed work in this country.

Comparative table of studies.

RECOMMENDED BY THE CONFERENCES.

Proposed divisions.		Mathematics.	Science.	History and English.	Foreign languages.
Subjects as assigned by the committee—nine in number.		5. Mathematics.	6. Physics, astronomy, chemistry. 7. Natural history (biology, including botany, zoology, and physiology). 9. Geography (physical geography, geology, and meteorology).	8. History, civil government, and political economy. 3. English.	1. Latin. 2. Greek. 4. Modern foreign languages.
Recommendations of conferences.	First year, periods 22.	Algebra 5	.....	History..... 3 English..... 5	Latin..... 5 German .. 4
	Second year, periods 37½.	Algebra and geometry. 5	Astronomy (12 weeks). 5 Botany or zoology.. 5	History..... 3 English..... 5	Latin..... 5 German .. 4 Greek .... 5 French ... 4
	Third year, periods 35.	Algebra and geometry. 5	Chemistry 5	History..... 3 English..... 5	Latin..... 5 German .. 4 Greek .... 4 French ... 4
	Fourth year, periods 37½.	Higher algebra and trigonometry. 2	Physics..... 5 Physiology (½ yr.).. 5 Geology or physiography (½ yr.); meteorology (½ yr.). 3	History..... 3 English..... 5	Latin..... 5 German .. 4 Greek .... 4 French ... 4
		17	28	32	61

Proposed arrangement of courses (not marked out in detail, intended to be merely suggestive).

[An average of 4 periods per week to be given to each column.]

	Mathematics.	Science.	History and English.	Foreign languages.	Art and ethics.
First year, periods 16 or 20.	Algebra	Physical geography.	History..... English.	Latin	Incidental.
Second year, periods 16 or 20.	Algebra and geometry.	Physics.....	History..... English.....	Latin ..... German.*	Incidental.
Third year, periods 16 or 20.	Algebra and geometry.	Chemistry	History..... English.....	Latin ..... German. Greek.†	Incidental.
Fourth year, periods 16 or 20.	Higher algebra and trigonometry.	Biology.....	History..... English.....	Latin ..... German. Greek.	Incidental.
	16	16	16	16	

* German, if taken, to be an extra, giving the pupil 20 hours instead of 16.
† Greek, if taken, to be substituted for science for last two years and mathematics of last year.

Courses as arranged by the committee of ten.

[Studies classified for comparison.]

CLASSICAL.

	Mathematics.	Science.	History and English.	Foreign languages.
First year	Algebra 4	Physical geography 3	History 4 English 4	Latin 5
Second year	Geometry 3	Physics 3	History 3 English 2	Latin 5 German 4
Third year	Algebra and geometry. 4		English 3	Latin 4 German 4 Greek 5
Fourth year	Trigonometry and higher algebra. 3	Chemistry 3	English 2	Latin 4 German 3 Greek 5
	14	9	18	39

LATIN-SCIENTIFIC.

First year	Algebra 4	Physical geography 3	History 4 English 4	Latin 5
Second year	Geometry 3	Physics 3 Botany or zoology 3	English 2	Latin 5 German 4
Third year	Algebra and geometry. 4	Astronomy and meteorology. 3	History 2 English 3	Latin 4 German 4
Fourth year	Trigonometry and higher algebra. 3	Chemistry 3 Geology or physiography, physiology. 3	English 4	Latin 4 German 3
	14	18	19	29

MODERN LANGUAGES.

First year	Algebra 4	Physical geography 3	History 4 English 4	German 5
Second year	Geometry 3	Physics 3 Botany or zoology 3	English 2	German 4 French 5
Third year	Algebra and geometry. 4	Astronomy and meteorology. 3	History 2 English 3	German 4 French 4
Fourth year	Trigonometry and higher algebra. 3	Chemistry 3 Geology or physiography, physiology. 3	English 4	German 3 French 4
	14	18	19	29

ENGLISH.

First year	Algebra 4	Physical geography 3	History 4 English 4	Latin or German or French. 5
Second year	Geometry 3	Physics 3 Botany or zoology 3	History 3 English 3	Latin or German or French. 5
Third year	Algebra and geometry. 4	Astronomy and meteorology. 3	History 4 English 5	Latin or German or French. 4
Fourth year	Trigonometry and higher algebra. 3	Chemistry 3 Geology or physiography, physiology. 3	History 3 English 4	Latin or German or French. 4
	14	18	30	18

THE REPORT OF THE CONFERENCE ON ENGLISH.[1]

By A. F. NIGHTINGALE,
Superintendent of high schools, Chicago.

The committee of ten, clothed with the authority of the National Educational Association to appoint nine other committees of ten each, men of the largest experience and the widest repute, who should consult concerning the application of proper remedies to cure the evils which make the secondary schools (God save the mark!) "the most defective part of the education of this country," have published their report.

No such educational movement, whether considered in the light of its conception or in the light of its denouement, was ever before attempted.

The report is by far the best contribution to educational theory of the century, whether we consider the range of subjects discussed, the exhaustive treatment of each, the high character, scholarly ability, and rich and varied experience of the contributors, or the widely divergent opinions to which the report has given rise among the rank and file of those who are largely responsible for this "most defective part of our education."

The committee was nationally appointed for a national purpose, and it was fair to presume that the results of their deliberations were published for no other reason than to receive the commendation, the criticism, or the condemnation of the free-thinking, individual-minded educators of this country.

We have been surprised therefore to note the attempts in the "I am holier than thou spirit" to smother freedom of speech and freedom of opinion on the dogmatic statements and wise suggestions of this great educational pronunciamento. Personally I have had no words but those of exalted praise for this marvelous report, issued with such marvelous unanimity in such a marvelously short time, but there are those who, out of their large experience and with the independence of the American spirit, have dared to place some strictures upon the conclusions reached. They are men whose experience entitles them to be heard with candor, whose opinions I respect, and whose judgment on educational matters, if I disagreed, would lead me to review my own.

I protest, therefore, in the name of untrammeled opinion against the anathema maranatha which has been pronounced upon them, and against the dictum of Holy Writ, slightly changed, which has been used to silence adverse opinions, "For I testify unto every man that readeth the words of this book, if any man shall add unto these things [the committee] shall add unto him the plagues that are written in this book."

Wendell Phillips once said, "If the Alps, piled in cold and still sublimity, be the emblem of despotism, then the ever-restless ocean is ours, which, girt within the eternal laws of gravitation, is pure only because never still." So it seems to me that the far-reaching and long-abiding benefits of this report are to be secured, not from an idolatrous adoption of its every tenet, but through the ceaseless agitation in every educational circle of the ideas propounded, so that out of the revolution that has been inaugurated may come reformation, progress, advancement. Less than one hundred years ago a young girl in Hatfield, Mass., was in the habit of going to the schoolhouse and sitting on the doorstep, that she might listen to the recitations of the boys in a building across whose threshold no girl might cross as a pupil. Less than four score years ago Emma Willard, of sainted memory, gave the first examination in this country to a young lady in geometry, and about the same time she introduced into her little school in Middlebury, Vt., the study of physiology, and so great was the innovation, that at the examination the entire audience, shocked at the indelicacy of teaching such a subject to girls, rose and left the room, and they were not Christian scientists either. These instances with which our own fathers

[1] Read before the National Educational Association, at Asbury Park, N. J., July, 1894.

and mothers were conversant seem strange to us now, and I refer to them only to show that, notwithstanding all the defects of our present educational system, its puerile methods and its meager results, there has been constant improvement, not only in the classes reached, but in the matter taught and in the methods used since 1792, when a Massachusetts town was indicted for voting "not be at any expense for schooling girls."

It is with this optimistic spirit that I approach the discussion of this much analyzed subject of English.

At the very outset I am pleased to state that it is my conviction that the highest interests of our schools would be subserved if, without a plus or a minus, and without a single attempt at exegesis, this most admirable and most exhaustive report of the conference on English could be adopted and placed on trial as the "ne plus ultra" of matter and method in the instruction of the English language and of English literature in all our primary and secondary schools.

I do not agree, in my possible ignorance and stupidity, with all the propositions of all the conferences as set forth in this educational encyclical, but I am in hearty accord with this superb report of the conference on English, which is so largely permeated with the empirical thought of that teaching genius, Dr. Samuel Thurber, who by his ponderous strokes upon the anvil of everlasting truth has aroused on this subject the white heat of enthusiasm. His ideas may seem somewhat Utopian when we stand face to face with the heterogeneous elements of our cosmopolitan schools, but it is only through this looking up and lifting up spirit that we can ever approach those ideals which shall find all our children in a condition of intelligent homogeneity.

It is not my province to discuss the recommendations of the conference relative to elementary schools; but "if," quoting from the report, "during the period of life when imitation is the chief motive principle in education," the child could "be kept away from the influence of bad models and under the influence of good models," and if "every thought which he expresses would be used as a proper subject for criticism as to language," all of which is practically impossible amid such a lamentable lack of language culture among the common school teachers of to-day, then indeed would there be little to change or criticise in our secondary schools, and our colleges would be a veritable "Paradise Regained" for the professors of literature.

It is the process of undoing what has been poorly done, and doing what has been left undone that dissipates the strength, shocks the sensibilities, and destroys the nerves of our secondary teachers, most of whom are the products of the wisdom of the colleges.

When the radical reforms now being attempted shall have culminated in perfecting the what and the how in our lower schools, then shall we make axiomatic the maxim that the beginning is half the end.

Taking exceptions to the brief and summary way in which the committee discard the spelling book, which we believe to be still a spell of power and of might in all schools where the foreign element largely predominates, we commend this portion of the report as a New Testament on the teaching of English.

I do not echo the universal opinion of all competent to judge in maintaining that language is or ought to be the basic study in all our schools. It is the fountain head whence flow all the helpful, healing streams of education. Language is the key that unlocks all human thought and gives voice to all human aspirations. To think well, to speak well, to write well—these are the rightful heritage, the common prerogative of all who are correctly educated.

Words are ammunition in the battery of intelligence, steam in the engines of thought, true coin in the exchange marts of scholastic culture. A man without words is like a beautiful ship launched upon the welcome bosom of the sea without a pilot. There is no substitute for language. It is the common carrier of all thought, the drawn sword of all strife, and the one language that American pupils should

study through all their career is the English language. Courses of instruction, however, that confine language study to the English, eliminating foreign tongues, ancient or modern, ignominiously fail in the production of that power essential to modern culture.

I would have children at the age of 10 or 11 years commence the study of that language which, in the fields of persuasion and philosophy, of literature and law, is so largely the progenitor of the English—the incomparable Latin. This is the international arsenal out of which men in all ages have taken the weapons of words with which they have fought the battles of all genuine culture. Latin is the Carboniferous age in its relation to modern thought. We heat our firesides now by the consumed and adapted sunlight of Paleozoic times, so the light of modern literature and law comes from the intellectual sunlight that warmed the souls of the great masters of Greece and Rome. Side by side in daily study the two languages should be pursued, the Latin constantly illuminating the English, and making the study of our native tongue more and more a delight, therefore more and more fascinating, and as an inevitable sequence more and more profitable.

It can not be controverted that Latin, as some one has recently written, is the most valuable and loyal handmaid in securing that accurate and discriminating use of the English language which is the sign and seal of the educated and the cultured. I therefore deprecate the force and fervor of that movement, now gathering strength, which would permit some modern language to usurp the place which rightly belongs to Latin, and for which there is no adequate alternative.

In large cities, for political and purely utilitarian reasons, German may be suffered as an elective, but to introduce French as a culture study into our grammar schools, to accompany that of the English to the exclusion of Latin, will work mischief and defeat the very ends for which we all labor, viz, a fluent and facile use of the English language as an instrument for the expression of thought by our pupils.

The controversial history of the last two decades in regard to humane studies has established the fact that there is no substitute for classical culture. I still believe in the Cape Horn route of culture, not in the short cut, the miasmatic way across the Isthmus.

If we would be strong, we must contend with something—resist something—conquer something. We can not gain muscle "on a bed of eiderdown." Toying with straws will only enervate the faculties. The blacksmith's arm becomes mighty through his ponderous strokes of the hammer upon the anvil. The very facility of acquisition of the modern languages precludes the possibility of discipline.

Put Latin into our common schools and the puzzling problem of English grammar will be nearing its solution, for the why that meets the pupil at every step, the very laboriousness and difficulty of the task, will open the intellect, develop the powers of discrimination and adaptation, enlarge the vocabulary, enable the student to write a better English essay, use a more terse and trenchant style of speech, and grasp with more avidity and keenness any promulgated form of thought than if he should spend quintuple the time in the study of English grammar alone.

It is true that the English conference, as President Eliot says, "intend that the study of English shall be in all respects as serious and informing as the study of Latin," but they did not commit the error of saying that it should be as serious and informing as the study of French.

Permitting me to digress a moment, I have always believed until recently that the course of study in our high schools should be the same, whether the pupil's immediate outlook was the activities of life or a college course; that a good preparation for college was the best preparation for any alternative; but the demand on the part of some of the leading colleges that pupils must enter with an elementary knowledge of three foreign languages will forever prevent this desideratum on the part of our high schools.

Pupils can not afford to devote so large a portion of their time to foreign languages at the risk of not going to college; but substitute one or two sciences, physics and chemistry or biology for one foreign language, ancient or modern, then will the high schools of this country rise to the occasion and infuse the college spirit into all their pupils.

While no one will essay to contravene the logic that every teacher in every school (and I would not except the college) should be a paragon of excellence in the use of English, exemplars of a pure and polished style and untiring critics of those habits formed from environment which make our young people careless in their choice and slovenly in their arrangement of words, spoken and written, nevertheless I believe it of paramount importance that the department of rhetoric, English language, and English literature should be under the care of special teachers who are enthused on this subject; teachers of contagious personal influence, who worship at the throne of language, who have mastered the subtle power of rhetoric, and who constitute a thesaurus of English literature, from which they may enrich the heart, stimulate the intellect, and infuse the reading spirit into the soul of every pupil.

To be sure a physicist who looks with contempt upon the idea that he must watch the English expressions of his pupils in the laboratory and correct the form as well as the fact of their written exercises is a poor teacher and ought not to be tolerated, yet, as it is essential that science should be taught by scientists, and mathematics by mathematicians, and Latin and Greek by superb linguists, so it is equally desirable that the essentials of a good style in writing and the inculcation of a taste for good reading should be in the keeping of specialists who have made the history and the masterpieces of literature their chief delight.

As we can learn to converse only by conversing, to debate only by debating, and to write only by writing, so the pupils in all schools of all grades, including especially the college and the university, should be constantly employed in giving their thoughts a tongue and in transferring them to written exercises, essays, and theses.

Rhetoric is being taught to-day in the colleges very much as it is in the high schools, and with about the same results. There is too much distrust of the higher for the lower, and time is wasted in trying to do what we are prone to believe others have left undone. We can never lead students up the mountain heights, into the ether of a rarer culture if we sit and complain of the ruggedness of the foothills.

The demand for reform and rejuvenation and inspiration in matter and methods on the part of the colleges is just as great as on the part of the high schools.

It is evident that somebody's feelings had to be very tenderly nursed, or the English conference would not have fallen into such an euphemistic expression as "We believe that the correction of specimens of bad English should not form more than one-fifth of the admission examination." Having been born to no master, I would say one-millionth instead of one-fifth. Neither good philosophy nor good pedagogy will sustain the theory that the correct can be safely taught through contrast with the incorrect. As well may we give our pupils long and involved sentences in profanity in order to show by contrast that we can be equally emphatic without being sacrilegious. As well may we slake the thirst of our children with whisky in order to prove the more exhilarating effects of good water. Were our children neither to see nor to hear at home, at school, or in the byways any incorrect English, there would be removed great mountains of difficulty in our efforts to secure for our pupils a pleasing acquisition of good forms of expression.

A book of 150 pages was recently placed in my hands, fashioned after this plan of doing evil that good may come. It is replete with bad specimens and incorrect expressions of English. It abounds with chaff from which wheat is expected to germinate. It is prepared by and has the strongest indorsement of college professors of English. It contains, as do many similar books, specimens of examination questions used by Harvard and other exemplary institutions.

So long, and, O Lord, how long! So long as New England colleges insist in dividing the entrance examination in English into two parts—the second of which shall be "The candidate will be required to correct specimens of bad English set for him at the time of the examination"—so long will our secondary schools produce miserable results in a study that ought to be the crown and the glory of those schools.

At the risk of excommunication, I would recommend that a conference of primary and secondary teachers be appointed to suggest to the colleges some rational method of examination in English; then would this idea of correcting bad specimens be "relegated to the limbo of discarded absurdities."

I am not quite in sympathy with the plan to postpone the study of technical rhetoric until the third year, to be limited to forty lessons. I appreciate that this course is in good form, and quite consonant with the dictum of the so called inductive method. O, thou baleful word induction, what sins are committed in thy name! Yet I believe that, following the pursuit of technical English grammar in the lower schools, there should be a somewhat systematic study of the principles and maxims of elementary rhetoric and English composition in the first year of the high schools; that all these exercises should be illustrated and illuminated by the reading of choice specimens of English style and by original work on the part of the pupil, as a basis for the after study of the English classics and of English literature. In this way the first object of the teaching of English may be secured, viz: "To enable a pupil to understand the expressed thought of others and to give expression to thoughts of his own." To secure the second, viz: "To cultivate a taste for good reading, to give the pupil some acquaintance with good literature, and to furnish him with the means of extending that acquaintance." I would have forty or fifty books for the English laboratory of each of the high schools. They should be furnished in such quantities in duplicate as to accommodate all the pupils; they must be wisely graded and selected with the greatest care as to style and content; they should be suited to all talent and to every good taste, and each pupil should be be encouraged to read one book a month throughout the entire course. In the earlier years he should present original reproductions of some of these books, and as his ability to reflect and draw inferences increases he should prepare intelligent book reviews.

All this written work should be conscientiously and pleasurably criticised with each individual writer, the best productions read as class exercises, and frequent conversations indulged in between teachers and pupils concerning the motive of the book and the lessons it inculcates.

This is no idle theory. I have watched its results for some years, and it is no exaggeration to say that I know of scores of pupils the current of whose life and character has been turned into new channels by this method and who will be readers of the best literature while life lasts, always finding contentment, even in solitude, and enjoying the sublimest associations, whatever be their lot in the daily drudgery of life.

In conclusion, in no one study has there been such advancement in late years as in the teaching of English, and since all educational reform must come from above, if the colleges will modify their method of examination, abandon the deleterious system of presenting specimens of bad English for correction, allow our high schools to introduce a laboratory method of teaching English similar to that used in the department of physics, permitting pupils to present notebooks, essays, and book reviews as a partial test of their preparation, change the requirements of admission in foreign languages to two instead of three, allow a few discreet substitutions in the sciences, then will the requirements of graduation from the high schools and the requirements of admission to the colleges be in harmony, and we shall enter upon a new era of educational progress in this country before we cross the threshold of the twentieth century.

THE REPORT FROM THE POINT OF VIEW OF THE LARGE MIXED HIGH SCHOOL.

Discussion by Principal O. D. Robinson,

Of the Albany (N. Y.) High School, at the thirty-second university convocation of the State of New York, July 5-7, 1894.

Secondary schools may be briefly classified as of three kinds—the endowed academy, the wealthy boarding school, and the high school. The old-fashioned academy, as it is called, is rapidly passing away, giving place in some instances to the endowed academy or the expensive boarding school, and in others and more frequently, to the union school or high school. The problems for these different classes of schools are quite different and distinct. The endowed academies have been very properly termed fitting schools, and as I understand it they were and are doing their work very satisfactorily. The only difficulty is the lack of a common basis of admission to college, so that students could go from any of these large schools into any of the colleges. The same might be said of the boarding schools, for though the course there may be longer and not so definite, yet we know that in general boys and girls go to these schools to stay till they are prepared for college or till they have accomplished a certain course of study, whether that be longer or shorter. The question is whether the report of the committee of ten and their specimen programmes satisfy as well the demands of the typical or ordinary high school as of these other schools, for it is from the latter mostly that we have heard.

What do we mean by the typical high school? We mean the school of the city or large town, generally a mixed school, that is composed both of girls and boys, where they enter from the grammar schools after completing a certain fixed course in preliminary studies there. The typical high school was represented by a single individual only and he not widely known. Dr. Harris, a man of great experience, understood the problem of the high school perhaps better than anyone else on the committee, unless it were Dr. Baker, who has had large experience in the not distant past. Of the other secondary school men one, a very able man, is principal of perhaps the wealthiest boys' boarding school in the United States, but the problem there is very different from that in the ordinary city high school. The other was the head master of the girls' Latin school of the city of Boston, a very able man and a man of large experience, yet at the head of a school just as entirely different from the ordinary high school as is the old endowed academy, like Exeter or Andover. As a result, the majority at least of the members of the committee, having had no recent experience in such work, failed to appreciate its needs as we do who are trying to solve its difficult problems.

From the standpoint of the high school teacher, though the criticism applies to other schools also, I was entirely dissatisfied with the relegation of Greek to two years in a four-year course. I could not at first understand the position of my colleagues of secondary schools on that point till I remembered that the head master of the Boston Latin school has charge of a school in which the course is six years for Latin and three or four, I presume, for Greek, so that the recommendation would not touch his school at all; in the other case the head master of the school for boys has simply the problem of fitting boys for college. They come to him and stay till they get ready for college. But I could not understand the position of presidents of colleges and universities who were willing to deduct virtually one-third from the preparatory study of that subject which is the characteristic study of the classical course, and substitute a study which the committee has put itself on record as saying must under present conditions be inferior. I could not believe that seven or eight colleges were getting students too well fitted in Greek, a complaint I had never heard of before, but with the exception of one obstinate member there seemed to be perfect unanimity in relegating the preparatory Greek to two years instead of three.

For the ordinary high school perhaps the next criticism that might be made on this report is that the programme and the work laid out there is too much on the factory plan of piecework—the effort to reduce the whole system of secondary school education to a scientific basis, where we could know beforehand just how much work was to be turned out provided the contract were fulfilled that the student did the work assigned. While that is a comparatively simple matter in an academy or school organized specially for fitting students for college, it is not so easily applied to the ordinary high school.

On this subject I had quite an extended correspondence with the chairman of the committee, and part of this has been printed in the June number of the School Review. Such exercises as music, drawing, elocution, orthography, and a great many subjects, some of which necessarily go into all high schools, seemed to be in danger of being left out entirely. The only thing we could get was a resolution in committee, that while no place was made for these in the programme, it was left to local authorities to deal with the matter as they saw fit. In the correspondence just referred to I said of the tentative report sent to the different members of the committee for examination before the final meeting: "I can not agree with the report in recommending that nearly all the subjects taught in any year should be taught during the same number of periods per week. Table III provides no place for music, drawing, elocution, spelling, penmanship, etc. Such studies as stenography and manual training are coming into high schools and are coming to stay, and we might as well recognize the fact. Another and a very different class of subjects, such as political economy, psychology, and ethics has long been taught in secondary schools, and I am not prepared to recommend their abolition from the curriculum. Remembering that more than 90 per cent of high school pupils may not go to college, I consider such studies far more valuable than astronomy, meteorology, or physiography." In reply to that the chairman said: "I see there is another objection in your mind which the committee can not meet, because the conference gives opposite advice. You think there must be in the high school course place for music, drawing, elocution, spelling, penmanship, stenography, manual training, political economy, etc. Now I believe it to be absolutely impossible to make a course valuable for training to which these various and numerous subjects are admitted." In answer I said: "Of the subjects mentioned in your letter of the 24th which are not named in the tables of the provisional report, such as music, drawing, etc., I am firmly convinced that some should have a place in every high school course, while others I think should be admissible in certain courses." Of course there was no conference provided to consider the question of any of these added subjects. Very naturally, therefore, they find no mention in any of the reports of the conference, with the single exception of political economy, and that I believe the conference reports adversely as a secondary school study. I hold that the typical high school, in order to do its best work, must have some of these subjects, and if the school is large enough and its equipment is sufficient it should have them all. We can not leave out elocution nor music and have the work complete. In a high school of this kind our students fortunately come from all classes and families. Some come from the most refined families in the community, and we must have an atmosphere in which they will feel that their manners will not be corrupted in the high school. Others get their highest ideas of culture and refinement from their connection with the high school, and for them it is necessary to introduce as many ethic and æsthetic exercises as we can without impairing the more solid courses of study.

I do not know that it is best to include the other class—political economy, psychology, and ethics—in the secondary school course. College men generally pronounce against them, but they have never told us what we should do for the 90 per cent of the graduates of the high school who do not go to college, and therefore can not study these subjects under the most favorable conditions. I believe that a properly equipped school will find not perhaps that these subjects are best, but that they are

good and that the results are satisfactory, especially when a large proportion of these students go out as teachers. Without training in the subjects known as the intellectual studies they will be intelligent in a way, but they can hardly appreciate the ordinary writing of Dr. Harris or Dr. Taylor or any of our theologians or great writers who contribute so freely to magazines and educational periodicals. Certainly ethics and psychology should be taught to the senior class in the high school, and political economy also, for in all these some things are settled, and these as first principles may be taught. In spite of the blundering way in which they are often learned and taught, they are valuable.

But the committee says: "Then teach these things, but do not do it when anybody is looking. Teach them as something else. Let your ethics come in as part of your algebra, and your psychology as part of your geography, and your political economy as part of your history." Cicero long ago said that all the studies which pertain to culture have between themselves a certain relationship, but it does not follow from that that you can teach psychology from history very well or ethics from geography. It reminds one of the modern furnishing of our houses, where everything is, as it were, something else. Your ottoman is a coal-hod and your divan may be an ice-chest. A piano tuner said the other day he was afraid to sit down to tune a piano for fear a folding bed would fly out on him. So they would have these subjects taught under a different name when scholars are not aware that they are learning them. If you are to teach these studies, teach them by their true name; and though we can not do university work, yet I believe it is better to teach something of these than to send our scholars out with an idea that there is nothing in this universe except that which can be weighed and measured. The committee says let them go to the college and university and they will make a better beginning. There they will begin with the discussion as to whether there is a soul. I do not object, but I stand on the proposition that I have a soul and a body. Following that, I believe we can teach in the high school a great deal that is valuable in these subjects.

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CHAPTER III.

THE NATIONAL EDUCATIONAL ASSOCIATION.

CONTENTS: *I.—Historical sketch, by Zalmon Richards, of Washington, D. C. II.—Organization and functions of the Association, by William T. Harris, LL. D. III.—Constitution of the Association. IV.—Constitution of the National Council of Education. V.—List of meetings, officers, and annual membership from each State. VI.—Catalogue of papers and addresses since first organization, subject classification. VII.—Same, author classification.*

HISTORICAL SKETCH OF THE NATIONAL EDUCATIONAL ASSOCIATION.[1]

By ZALMON RICHARDS, Washington, D. C.

The present name of this association was assumed in 1870, at the annual meeting held in the city of Cleveland, Ohio. Previous to that date it bore the name of "The National Teachers' Association." This latter name was assumed at its first organization in Philadelphia, August 26, 1857.

This association has a legitimate origin. It is not the result of any faction, accident, or antagonism. Neither ambition nor rivalry furnished any incentives for its formation, for it was the natural outgrowth from the spirit of the times and the demands of the period.

It is true that at the time of its origin there were not less than twenty-three State educational associations in this country, the first of which was organized in the State of New York in 1845. With pleasure we also speak of the "American Institute of Instruction," organized in 1830, which is still doing efficient and highly commendable work in its New England field. The next year after, 1831, "The Western College of Teachers" was organized in Ohio. This western association should be specially commended and honored for the evolutionary influence which it exerted not only upon the teaching fraternity of Ohio, but upon the teachers of many other States.

So far as we know now, the first educational association in this country was organized in Middletown, Conn., under the name of "The Middlesex County Association for the Improvement of Common Schools." (See note, "Barnard's Journal of Education," Vol. II, p. 19.)

We would also especially refer to "The American Association for the Advancement of Education," which was the result of a "Convention of the Friends of Common Schools and of Universal Education," held in Philadelphia in December, 1849, and which completed its organization in 1850. Its prominent original movers and officers for 1849 were Hon. Horace Mann, president; Joseph Henry, John Griscom, Samuel Lewis, Dr. Alonzo Potter, Greer B. Duncan, vice-presidents; Charles Northend, P. Pemberton Morris, Solomon Jenner, secretaries.

The business committee were Henry Barnard, John S. Hart, Nathan Bishop, H. H. Barney, and Thomas H. Benton, jr. These are all venerable names of noble men, whose influence in the cause of education, public and private, will never cease to be felt both in our own and in other countries.

The influence of all these associations was felt more or less by the first movers in the organization of the National Teachers' Association, but the most direct influence came from the American Institute of Instruction, the New York Teachers' Association, and the American Association for the Advancement of Education. Of the eleven original founders of the National Teachers' Association, six of whom are now living, three, viz, T. W. Valentine, the first to suggest its organization, and at the

[1]Read before the National Educational Association at the meeting held in Toronto, Canada, 1891.

time president of the New York Teachers' Association, J. W. Bulkley, and James Crnikshank, were representatives of the New York Teachers' Association.

Two of these founders, viz, D. B. Hagar, who prepared the original call and drew up the constitution, William E. Sheldon, who, with the speaker, are the only members present to-day, were representatives of the American Institute of Instruction, and of the Massachusetts State Teachers' Association. Three of them were representatives of educational work in Pennsylvania, viz, J. P. Wickersham, William Roberts, and Edward Brooks. One, C. S. Pennell, was from Missouri; one, J. D. Geddings, was from South Carolina; and one, the writer, Z. Richards, from the District of Columbia, who was also a representative of the American Institute of Instruction and of the American Association for the Advancement of Education. Five of this number, viz, T. W. Valentine, J. W. Bulkley, William Roberts, J. D. Geddings, and J. P. Wickersham have closed their educational work on earth to enter upon a higher and nobler employment.

As above intimated, T. W. Valentine, then president of the New York Teachers' Association, the oldest State teachers' association in our country, was the first to suggest the formation of the National Teachers' Association. After consulting with D. B. Hagar, of Massachusetts, and with others, he requested Mr. Hagar to prepare a call for a convention of the presidents of the various State teachers' associations, with a few other prominent educators at that time.

Mr. Hagar prepared the call, and Mr. Valentine sent copies to the officers and workers in the teachers' associations of the whole country, asking for their cooperation; but only ten presidents responded, or consented to attach their names to the call. Some viewed the call with suspicion, some as visionary, and some with indifference. The call was as follows:

To the Teachers of the United States:

The eminent success which has attended the establishment and operations of the several teachers' associations in the States of this country is the source of mutual congratulations among all friends of popular education. To the direct agency and the diffused influence of these associations, more, perhaps, than to any other cause, are due the manifest improvement of schools in all their relations, the rapid intellectual and social elevation of teachers as a class, and the vast development of public interest in all that concerns the education of the young.

That the State associations have already accomplished great good, and that they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

Believing that what has been accomplished for the States by State associations may be done for the whole country by a national association, we, the undersigned, invite our fellow-teachers throughout the United States to assemble in Philadelphia on the 26th day of August next for the purpose of organizing a National Teachers' Association.

We cordially extend this invitation to all practical teachers in the North, the South, the East, and the West, who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the nation should gather into one great educational brotherhood.

As the permanent success of any association depends very much upon the auspices attending its establishment, and the character of the organic laws it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise.

Signed by—

T. W. VALENTINE, *President of the New York Teachers' Association.*
D. B. HAGAR, *President of the Massachusetts Teachers' Association.*
W. T. LUCKY, *President of the Missouri Teachers' Association.*
J. TENNY, *President of the New Hampshire Teachers' Association.*
J. G. MAY, *President of the Indiana Teachers' Association.*
W. ROBERTS, *President of the Pennsylvania Teachers' Association.*
C. PEASE, *President of the Vermont Teachers' Association.*
D. FRANKLIN WELLS, *President of the Iowa Teachers' Association.*
A. C. SPICER, *President of the Wisconsin Teachers' Association.*
S. WRIGHT, *President of the Illinois Teachers' Association.*

In accordance with the above call many teachers of the United States assembled at the Athenæum Building, in Philadelphia, at 10 o'clock a. m., August 26, 1857.

The meeting was called to order by T. W. Valentine, of New York, who read the call and made the following statement, in substance:

We assemble here to-day under circumstances of more than ordinary interest. It is true that our meeting is not large in numbers, as our coming together has not been publicly announced in flaming advertisements. We have not expected that the quiet gathering of a body of teachers in this great city would create such a sensation as a political or commercial convention representing merely material interests might do, yet in its results upon the great cause of education directly, and upon the well-being of the country ultimately, this meeting may prove as important as many of those of a more pretentious character.

We can not always see the end from the beginning. That noble band of patriots who, more than eighty years ago, sent forth to the world, from this city, the immortal Declaration of Independence, could scarcely have realized the mighty influence which their action was calculated to exert upon our country and the world. All experience, as well as the word of inspiration, admonishes us not to "dispise the day of small things."

Twelve years ago, in the Empire State, the first State association of teachers in this country was formed. Some of us now here, who were instrumental in its formation, can well remember the fear and trembling with which that enterprise was commenced. Previous to this organization teachers everywhere were almost entirely unacquainted with each other. But what a mighty change a few

years have wrought! Besides many minor organizations, there are now not less than twenty-three State teachers' associations, each doing good work in its own sphere of labor, and to-day I trust we shall proceed to raise the capstone which shall bind all together in one solid, substantial structure.

In our proposed organization we shall have no antagonisms with any of the State associations, for they have their peculiar local work, nor with the venerable American Institute of Instruction, for its field has always been New England, nor with the American Association for the Advancement of Education, which was not designed to be specifically an association of teachers.

What we want is an association that shall embrace all the teachers of our whole country, which shall hold its meetings at such central points as shall accommodate all sections and combine all interests. And we need this not merely to promote the interests of our own profession, but to gather up and arrange the educational statistics of our country, so that the people may know what is really being done for public education, and what yet remains to be done. I trust the time will come when our Government will have its educational department just as it now has one for Agriculture, for the Interior, for the Navy, etc.

We need such an organization as shall bring the teachers of this country more together, and disseminate as well as collect educational intelligence.

Such an effort is imperatively demanded of us, and I trust we shall now go forward and devise measures to accomplish these great objects.

After the close of Mr. Valentine's address, Mr. James L. Enos, of Iowa, was made chairman pro tempore, and Mr. William E. Sheldon, of Massachusetts, secretary pro tempore.

After prayer by Rev. Dr. Challen, of Indiana, Mr. Hagar, of Massachusetts, offered the following resolutions:

Resolved, That in the opinion of the teachers now present as representatives of various parts of the United States it is expedient to organize a national teachers' association.

Resolved, That a committee of three be appointed by the chair to prepare a constitution adapted to such an association.

After a full and free discussion of the resolutions they were adopted unanimously, and the chair appointed Messrs. Hagar, of Massachusetts; Cann, of Georgia, and Challen, of Indiana, to prepare and report a constitution.

The convention then engaged in a general discussion upon the condition of educational systems and methods in different parts of our country. In the afternoon the committee on a constitution reported. * * *

On motion of T. W. Valentine, a committee of one from each State and district represented in the convention was appointed by the chair to nominate a list of officers at the evening session.

The following persons were appointed, viz:

William Roberts, of Pennsylvania; J. F. Cann, of Georgia; James Cruikshank, of New York; D. B. Hagar, of Massachusetts; James L. Enos, of Iowa; N. R. Lynch, of Delaware; J. R. Challen, of Indiana; Thomas Granger, of Illinois; E. W. Whelan, of Missouri; J. W. Barnett, of Illinois; Z. Richards, of the District of Columbia, and J. D. Geddings, of South Carolina.

At the opening of the evening session, Chairman Enos presiding, Mr. T. W. Valentine was called upon to read the specially prepared and valuable address of Prof. William Russell, of Massachusetts, whose ill-health prevented his attendance.

This address set forth the importance of this convention to organize an association of professional teachers that shall be national in its character:

First. As regards wider and juster views of education, and corresponding methods of instruction.

Second. As giving an opportunity for the establishing of a national society of teachers, from which we may expect great national benefits. (See Professor Russell's address, in full, in Barnard's Journal of Education, Vol. IV, new series, 1864.)

After the reading of the address, the committee on nomination of the first officers made the following report:

NOMINATIONS.

For president, Z. Richards, of Washington, D. C.

For vice-presidents, T. W. Valentine, New York; D. B. Hagar, Massachusetts; William Roberts, Pennsylvania; J. F. Cann, Georgia; J. L. Enos, Iowa; T. C. Taylor, Delaware; J. R. Challen, Indiana; E. W. Whelan, Missouri; P. F. Smith, South Carolina; D. Wilkins, Illinois; T. Granger, Indiana, and L. Andrews, Ohio.

For secretary, J. W. Bulkley, New York.

For treasurer, T. M. Cann, Delaware.

For counselors, William E. Sheldon, Massachusetts; James Cruikshank, New York; P. A. Cregar, Pennsylvania; N. R. Lynch, Delaware; William Morrison, Maryland; O. C. Wight, District of Columbia; William S. Bogart, Georgia; William T. Luckey, Missouri; A. J. Stevens, Iowa; William H. Wills, Illinois.

This inaugural meeting was harmonious, enthusiastic, and characteristic of the founders, the future workers, and the future meetings of the association.

At a meeting of the directors after adjournment, they resolved to hold the first annual meeting in Cincinnati, Ohio, on the second Wednesday in August, 1858, at 10 o'clock a. m. After making full arrangements for the next meeting, and expressing their harmonious purposes, the directors adjourned.

THE FIRST ANNUAL MEETING.

Of the thirty-eight signers of the constitution at the time of its adoption only five were present at the first annual meeting. Appropriate arrangements, however, had been made by Mr. A. J. Rickoff, superintendent of the Cincinnati public schools, as chairman of the local committee, for the reception of a large delegation.

When the time came for calling the meeting to order it was found that only five of the constituent members were present, viz., the president, the first vice-president, the secretary, and two counselors.

These few members, however, were heartily welcomed by a very large audience, who were then, and have always been, in blissful ignorance of the small representation of actual members.

After the usual welcome by the dignitaries of Cincinnati, the president called his four coadjutors into service by keeping the secretary by his side on the platform, and by assigning special duties to the three other members, who were located in different parts of the large audience.

Upon the motion of one of these members the secretary was called upon to read the constitution of the association for the information of those present who might be disposed to become members.

After the reading of the constitution and some explanatory remarks by the president, another of these members moved that an opportunity be given for any person to become a member. The opportunity was granted, of course. The secretary and, in the absence of the treasurer, one of the three others acting as treasurer, were kept busy for some time in receiving fees and in recording names of applicants, until the number of new members had reached about seventy-five.

This movement, fortunately, furnished a good working body, and prepared the way for other additions. The president, thus being relieved from apprehended embarrassment in consequence of the small number of members, at first proceeded to deliver his inaugural address, in which he pointed out the causes and the demands for forming a national teachers' association, and urged the following important ends to be aimed at in its future work:

First. The union of all teachers, North, South, East, and West, in friendly associated action, for strengthening the cause of education.

Second. To create and permanently establish a teachers' profession by methods usually adopted by other professions.

Third. To secure the examination of all teachers, by making the examining boards to consist of competent, practical teachers.

Fourth. To increase the number of normal schools, and establish departments of pedagogics in connection with all schools which send out persons to teach.

During the sessions of this first anniversary there was a full attendance, a deep interest and close attention to all the exercises of the programme.

Among the large number of representative teachers and educators present, besides the officers, were the following persons: Hon. Horace Mann, Supt. J. D. Philbrick, John Hancock, A. J. Rickoff, I. W. Andrews, William Russell, W. E. Crosby, John Ogden, C. E. Hovey, Rev. J. N. MacJilton, Prof. Daniel Read, Anson Smyth, O. C. Wight, and others.

LECTURES AND PAPERS.

First. The inaugural address of the president.

Second. "The educational tendencies and progress of the past thirty years," by Prof. Daniel Read.

Third. "The laws of nature," by Prof. John Young.

Fourth. "On moral education," by Supt. John D. Philbrick.

Fifth. "The teacher's motives," by Hon. Horace Mann, of Massachusetts.

ELECTION OF OFFICERS.

For president, Andrew J. Rickoff, Cincinnati, Ohio.

For vice-presidents, T. W. Valentine, New York; D. B. Hagar, Massachusetts; B. M. Kerr, Pennsylvania; J. F. Cann, Georgia; J. S. Adams, Vermont; B. T. Hoyt, Iowa; C. E. Hovey, Illinois; I. W. Andrews, Ohio; A. Drury, Kentucky; Daniel Read, Wisconsin; J. N. MacJilton, Maryland; Thomas Bragg, Alabama.

For secretary, J. W. Bulkley, New York.

For treasurer, C. S. Pennell, Missouri.

For counselors, James Cruikshank, New York; William E. Sheldon, Massachusetts; S. R. Gummere, New Jersey; J. D. Yeates, Maryland, S. I. C. Swezy, Alabama; J. B. Dodd, Kentucky; N. D. Tirrel, Missouri; C. C. Nestlerode, Iowa; L. C. Draper, Wisconsin; Isaac Stone, Illinois; E. P. Cole, Indiana; R. W. McMillan, Ohio; O. C. Wight, District of Columbia; H. C. Hickok, Pennsylvania; C. Pease, Vermont.

One of the most prominent questions discussed at this first annual meeting was that of "Parochial schools." The leading thought of the discussion was that "moral training, without sectarianism, is necessary."

The inspiring influence of woman in our educational meetings was welcomed and emphasized by the association.

After the adjournment of the association, the board of directors met and agreed to hold the next annual meeting in the city of Washington, D. C., and appointed Mr. Z. Richards, of Washington, as chairman of the local committee, to make all local arrangements. * * *

As proof of the genuine national spirit of the originators of this association, we may refer to one of the first resolutions, passed at the time of its organization, as follows:

Resolved, That there shall be six lecturers appointed for the next meeting—two from the Southern, two from the Western, one from the Middle, and one from the Eastern States.

As this resolution was offered by a true-blue New Englander, it shows the characteristic modesty of the Eastern States in not assuming honors which belong equally to the other States. This liberal spirit has at all times characterized the operations of this association. It started out with high patriotic purposes, and to its honor it may be recorded that there has never been a single manifestation in any of its official operations of a spirit of sectionalism or of partisanship. Its officers and its managers have generally been selected, first, from its most faithful and best qualified workers, which should always be the case; and, second, as representatives of all sections of our country.

Its friends have worked assiduously for the general cause of public and universal education, and not for pecuniary advantage, nor for office, nor for personal honor. * * *

NAME AND PLAN OF ORGANIZATION CHANGED.

At the Cleveland meeting, in 1870, the constitution was so amended as to admit cooperation and combination with two other educational associations: First, the American Normal Association, which was organized in 1864; second, the National Superintendents' Association, organized in 1865. At the same time the constitution was so amended that other departments could be organized, and immediately two other departments were organized, viz, the department of higher instruction and the department of primary or elementary instruction. A full set of subordinate officers, viz, a president and secretary for each department, was chosen, who were to provide their own programme of exercises for their annual meetings.

Until 1870 all the educational topics were discussed before the whole association as a body. While this method of performing educational work has many superior advantages, it would be hazardous either to abandon the plan of departments or to proportionately extend the length or number of sessions so that the whole membership could have an opportunity to listen to all papers and discussions. * * *

In 1875 the industrial department was organized and admitted under the constitutional provision.

In 1880 the National Council of Education was organized as a department, but under a constitution of its own which required its sixty or more members to be chosen from the general association and from the several departments.[1]

Very few persons are aware of the important work performed by the National Council of Education, unless they attend its sessions or read its papers and discussions from year to year.

But its meetings and deliberations were to be held so as not to interfere with the general association and the department meetings.

During the first twenty years of its operations its officers were often obliged to put their hands down deep into their own pockets to meet the annual current expenses. This had to be done in addition to the regular membership fee and the often very heavy traveling expenses.

But in 1884 a new era dawned upon the association. It is true that the enlargement of the association's field of labor in 1870, at the Cleveland meeting, by engrafting upon itself the more specific work of the departments of superintendents of normal schools, of higher instruction, and of elementary training, besides providing constitutionally for creating other departments, has done much to broaden the sphere of its work and inspire confidence in its plan of operations.

But no organization in this age of the world can work or exist long without money. Many of the real friends of this association found that the constant draining of their pockets to keep the ponderous wheels in motion was also draining their patience and weakening their faith in its perpetuity.

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[1] See the constitution of the National Council of Education for 1891, pp. 1503-1510

Some of the hopeful members had heard of an Eastern man who had come to the rescue of the American Institute of Instruction when it was almost ready to perish. This man was made president of the institute, and he made a grand rally, which gathered together such a multitude of educators at the White Mountains of New Hampshire that the increased income has been sufficient to keep that institute in a prosperous condition ever since.

This gratifying success inspired some of the almost despairing members of the National Educational Association to call to its leadership the Hon. Thomas W. Bicknell, of Massachusetts. The grand success of the Madison meeting, in Wisconsin, in 1884, inaugurated a new financial era by largely increasing the number of members. Since then, by making the annual meetings attractive, and by lessening the expense of attending them, the membership has so increased that the funds of our treasury, now safely invested in interest-bearing bonds, are sufficient, with prudent management, to forever insure the association against financial embarrassment.

This financial security serves to increase the usefulness of the association, and to guarantee its permanency. At the close of the Madison meeting Hon. E. E. White offered the following resolution, which shows how highly the association appreciated the services of President Bicknell. The resolution was passed unanimously:

Resolved, That the unparalleled success of this meeting is chiefly due to the energy, devotion, and organizing ability of Hon. T. W. Bicknell, the president of this association, whose wise and comprehensive plans, enthusiastic and self sacrificing efforts, and directing hand have inspired and guided the great undertaking from its inception to its present triumphant close, and no formal words can properly express our thankful appreciation.

Historically, let it be added, that not one dollar of these funds has ever been added to the emolument of an officer, nor furnished him any "boodle" for speculation.

In 1884 three new departments were organized and entered upon their peculiar work. These were the Froebel or kindergarten, the art, and the music departments. In 1885 the department of secondary education was added to the list, making the whole number ten.

INCORPORATION OF THE ASSOCIATION.

At a meeting of the board of directors of the National Educational Association, held at Saratoga Springs, N. Y., July 14, 1885, the following resolution was passed:

Resolved, That a committee of three be appointed to secure articles of incorporation for the National Educational Association, under United States or State laws, as speedily as may be.

N. A. Calkins, of New York, Thomas W. Bicknell, of Massachusetts, and Eli T. Tappan, of Ohio, were appointed such committee.

Under the authority of the resolution quoted above, and with the approval of the committee, and by competent legal advice, the chairman obtained the following:

CERTIFICATE OF INCORPORATION.

We, the undersigned, Norman A. Calkins, John Eaton, and Zalmon Richards, citizens of the United States, and two of them citizens of the District of Columbia, do hereby associate ourselves together, pursuant to the provisions of the act of general incorporation, class third, of the revised statutes of the District of Columbia, under the name of the National Educational Association, for the full period of twenty years, the purpose and objects of which are to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States. * * * To secure the full benefit of said act, we do here execute this our certificate of incorporation as said act provides.

In witness whereof we severally set our hands and seals this 24th day of February, 1886, at Washington, D. C.

NORMAN A. CALKINS. [L. S.]
JOHN EATON. [L. S.]
ZALMON RICHARDS. [L. S.]

Duly acknowledged before Michael P. Callan, notary public in and for the District of Columbia, and recorded in Liber No. 4, acts of incorporation for the District of Columbia.

The action of the committee on incorporation was submitted to the board of directors at Topeka, Kans., July 13, 1886, and the act of incorporation was duly approved by the board of directors.

A committee was appointed to prepare the changes in the constitution necessary to meet the requirements of the charter. At the meeting of the National Educational Association held at Topeka, July 15, 1886, the chairman—E. E. White, of Ohio—presented the report of the committee on amendments to the constitution, and the report was unanimously adopted.[1]

These departments are all legitimate children, though two of them have been adopted and are older than their parent. But they are a harmonious, hard working, and a thriving family. If anyone needs to be convinced of the truth of this statement, let him undertake to read and thoroughly digest even one of the late volumes

[1] The constitution of the National Educational Association may be found on pp. 1506-1508.

of the annual proceedings. If one copy does not convince him, let him procure a full set of the twenty-two copies from our custodian at Washington, and he will have one of the best pedagogical libraries, especially if he will add to it the twenty-five or thirty volumes of Barnard's Journal of Education.

The amount of original educational matter now presented at each of our annual meetings is some six or eight times greater than it was for each of the first fifteen or eighteen years of its work. What still adds to the value of these volumes is the generally improved character of the papers and discussions. While very many of the early papers read before the association can not be excelled in value and importance, still, during these later years, the officers have taken special care to let nothing but new and original matter be presented to the various departments from year to year. As the authors of these papers are generally selected from the large number of first-class educators in our growing country, the papers are becoming more and more elevated and valuable, and contain the best and ripest thoughts of this educational era. The same may be said in regard to the character of the discussions in these various departments, which are quite fully published in these volumes.

The influence of this national educational association is diffusive and permeating, and is giving character to the systems of education and of school work in all parts of our own country and in other countries—as in South America, Japan, and the Sandwich Islands, and perhaps in some of the old countries of Europe. There is not a State, county, city, or town in all our country where the influence of our associational work is not more or less felt. Even the colleges, the universities, and private educational institutions are perhaps, unconsciously to themselves, feeling this diffusive influence.

Though the influence of the association is more plainly, effectually, and promptly felt in the newer portions of our country, yet those States and cities which have been pioneers in educational work so long as to be sometimes chargeable with "old fogyism" have felt, and are now feeling, the transforming influences of the papers and discussions of this great body of educators.

ITS MEMBERSHIP.

The membership of the association is made up of annual members, who pay $2 a year; of life members, who pay $20; of life directors, who pay $100; also of perpetual directorships, which are usually secured by boards of education, or associations, through the payment of $100. This perpetual directorship confers the privilege of sending any one of its members to the meetings, as its representative, which representative shall be entitled to all the privileges of the association, during his attendance, that belong to a life director.

It will be readily understood that the annual memberships of this association are changeable because of the migratory meetings—from Boston to St. Paul, Philadelphia to Chicago, Baltimore to St. Louis, San Francisco to Nashville, Saratoga to Topeka, Atlanta to Toronto. During the past ten years the attendance at these meetings has varied from 500 to 10,000. The largest attendance was at Chicago in 1887, the next was at San Francisco in 1888. The meetings at St. Paul in 1890, and at Toronto, Canada, in 1891, were both very large meetings. The constant and unchangeable membership is made up of life members, life directors, and about an equal number of regular and active annual members.

It would be a wise and an economical move if the younger members, both male and female, who wish to retain their working membership should add $18 to their annual membership fee at once, and thus constitute themselves life members.

The great advantages of these large migratory meetings are not confined to the financial benefits of this association, for it is a generally acknowledged fact that their influence has been essentially beneficial to the cities and States where they have been held, and that the cause of education and public school instruction has been elevated and greatly improved in every section of our country.

This association has been, and now is, the bodyguard of public school instruction in our country.

THE SCHOOL EXPOSITIONS.

Since the organization of the industrial, the art, and the kindergarten departments and their auxiliary combination with the general association, the interest in the annual meetings has greatly increased. The school exhibits in many instances have been of a remarkable character, and it must be admitted by every careful observer of their influence upon the practical life of our youth that they have contributed essentially to the educative power of the public school systems.

The readers of the annual proceedings will find the reports of these exhibits highly suggestive and instructive.

THE WORKERS OF THE ASSOCIATION.

A merciful Providence has kindly watched over the friends and supporters of this association. Thirty men have been called to preside over and direct its interests during the thirty-four years of its existence.

No meetings were held in 1861, 1862, 1867, and 1878. Twenty-one of its presidents are now living. Nine honored men have been called to go up higher, viz, John W. Bulkley, of Brooklyn, N. Y., the third president; John D. Philbrick, of Boston, Mass., the fourth president; William H. Wells, of Chicago, Ill., the fifth president; S. S. Greene, of Providence, R. I., the sixth president; S. H. White, of Peoria, Ill., the fourteenth president; Gustavus J. Orr, of Atlanta, Ga., the twenty-first president; Eli T. Tappan, of Ohio, the twenty-second president; J. P. Wickersham, of Pennsylvania, the seventh president; and John Hancock, of Columbus, Ohio, the eighteenth president.

These were all men of educational faith, who performed the work of their life nobly and have gone to their graves greatly honored and beloved by all who knew them. We have good reason to believe and expect that the twenty-one surviving presidents will be able to go to their final reward, when it is to be rendered, with equally untarnished honors and with a revered memory.

We feel also constrained to express our high appreciation and commendation of one of our most faithful and indefatigable secretaries, W. D. Henkle, of Ohio.

At our second anniversary in Washington the association was called upon to express its deep sorrow and regret at the death of the Hon. Horace Mann, who gave a valuable lecture at our first anniversary. Other true and valuable members have closed their educational work on earth to engage in a higher and nobler work, we trust, in the spiritual mansions of the Great Teacher. * * *

THE NATIONAL EDUCATIONAL ASSOCIATION: ITS ORGANIZATION AND FUNCTIONS.[1]

By Hon. WILLIAM T. HARRIS,

United States Commissioner of Education.

Thirty-three years ago last August there met in the city of Philadelphia a handful of men to organize a national teachers' association. The movement started in New York and Massachusetts. A call had been issued and widely circulated the year before (1856) inviting "all practical teachers in the North, the South, the East, and the West who are willing"—these are its significant words—"who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling." A constitution was drafted and adopted, and officers were elected for the following year. The directory of the newly formed association voted to meet in Cincinnati in August, 1858. The noteworthy feature in the constitution adopted is the government of the association by a board of directors elected at the annual meeting. This board was to consist of a large number of counselors, one from each State, district, or Territory, together with the president, secretary, treasurer, and twelve vice-presidents. It also became the practice, even from this early meeting, to appoint a large nominating committee—one member from each State represented in the convention. Inasmuch as it has frequently happened that only a single delegate was present from a State, the nominating committee has been obliged to fill out its extensive list of officers by naming its own members. The first president of the association, as well as seven of the vice-presidents and two of the counselors, ten in all, were members of the nominating committee that reported their names. While this strikes us at first as bad form, or even as dangerous to the usefulness of the association, a moment's reflection convinces us that the danger is imaginary and affects the form rather than the substance of the thing. If an entire assembly appoints itself on a nominating body, and then names all of its members to one office or another, it amounts to the same as a committee of the whole for the nomination of officers and a distribution of offices to all.

In later years, since the association has grown to gigantic proportions, it is true that this large committee has dwindled in comparison to the size of the body it represents. But the fact that the rule requires that all the States, districts, and Territories shall be represented on the board of directors secures a variety of interests in that board, which prevents the possibility of clannishness or misrule.

Should, however, it be deemed desirable to provide even a wider participation of the rank and file of the association in the election of its directory, this could be easily

[1] Read before the meeting of the department of superintendence, at Philadelphia, Pa., February, 1891.

effected by a constitutional provision permitting each State delegation to select its member of the nominating committee, leaving the president to select, as heretofore, for those States that decline or neglect to act. Practically, this would be a safeguard against any possible influence that might come from partisanship or political management, but it is quite difficult to conceive any circumstances wherein danger is to be apprehended from such source. All will agree, however, that the highest usefulness of the association depends on the complete subordination of the political partisan element.

We may here properly inquire what the legitimate results are which we should look to come from this annual gathering of teachers from the length and breadth of the land. The main answer to this is provided for us in the words of the original call issued in 1856. In the language already quoted, the association should "concentrate the wisdom and power of numerous minds, and distribute among all the experiences of all." This call was written by Dr. Daniel B. Hagar, then president of the Massachusetts Teachers' Association. It was stated at the Philadelphia meeting in 1857 that there were already in existence twenty-three State teachers' associations, besides larger and smaller associations not bounded by State lines—such, for example, as the American Institute of Instruction in New England, and the American Association for the Advancement of Education, which had been formed in Philadelphia. These associations had demonstrated the value of general conferences in which educational topics were discussed. The wisdom and power of many minds concentrated on the difficult problems of the profession brought light such as none had seen before. The accumulated experience of all was thus distributed to each. The individual teacher, in his uneven development, strong in some points and weak in others, found complementary strength in the experience of his fellow-teachers, strong where he was weak and perhaps weak where he was strong.

The divine principle of vicariousness that prevails in the spiritual world, rendering it possible for each man, woman, and child to participate profitably in the experience of another human being—so that the spectacle of a deed and its consequences renders it entirely unnecessary to perform the deed itself in order to get what of good comes from doing it as a life experience—this divine principle of vicariousness in the life of human souls at once explains for us the true function of teachers' associations and also the function of education itself in its entirety. What, indeed, is all education except the reenforcement of the individual by the experience of the family, the community, the nation, the race? Education is, therefore, properly defined as the elevation of the individual into participation in the life of the species.

While the brute inherits organically in his muscles and nerves and brain the experience of his progenitors in such a way that the life of his race appears as instinctive impulse, man, on the other hand, not only inherits the results of the life of his ancestry in the form of instincts and aspirations, but he can by language receive and communicate the outcome of his life direct. Hence his ability to collect within himself the results of others' lives is increased infinitely beyond that narrow line of hereditary descent; for he can, through language, avail himself of the sense-perception of others far removed in time and space, making himself thereby a sort of omnipresence in space and time. Then, too, he can avail himself in like manner of the thoughts and reflections of his fellow-men, especially the thoughts and reflections of those most gifted minds that have done most to solve the problems of life and explain the anomalies of experience. More than this, too, he learns not only through their perceiving and by their thinking on what they perceive, but he learns by seeing their doing, and by the story of their doing, what to do himself and what to refrain from doing. Thus by language the individual is enabled to live vicariously the life of the race, and to live his own life vicariously for others. Whatever one does goes into the reservoir of human experience as something of value; if it is a negative deed, bringing with it its punishment, the knowledge of it renders unnecessary the repetition of its like by others. If it is a positive deed, securing for it the normal development of the soul, then it is a precious discovery, and it may be adopted by all men as a new ethical form or moral law.

Thus the very principle of all education—the principle that makes possible what we value as civilization in contrast to savage life—this principle is appealed to as explaining and justifying the existence of a national educational association. "Concentrate the wisdom and power of numerous minds; distribute to each the accumulated experience of all."

Who can say, looking back down the ladder of thirty-three years, that this beneficent process of giving and receiving has not characterized every stage of its ascent? Spiritual giving, we are taught, is not a giving which diminishes the supply of the giver. In material giving there is a transfer which makes him who gives poorer by the amount of his gift. But he who imparts his experience to others possesses all the more firmly all the fruits of his own experience. Every teacher who has risen in this National Educational Association to expound his own observations or reflections, or to give the results of his experience, has, in the act of doing it, helped

himself first of all to see more clearly than before the true lesson of his life. In spiritual participation, there is no division or loss. In material things—in food, clothing, and shelter—to share is to divide and diminish the part that goes to each.

But these general principles we may admit, and yet fail to see in the work of the National Educational Association anything worthy of being classed under such high rubrics. Let us, therefore, take up in detail, that all may recognize, some of the phases of the teacher's work that have been under discussion at the annual gatherings.

I find, on looking over the table of contents of the annual volumes of proceedings, that there have been presented 241 papers on the five parts of the school system, namely, 28 on the kindergartens, 27 on primary work, 75 on high schools and colleges, 56 on normal schools, 45 on manual training and technical schools.

These 241 papers have all related, incidentally, to matters of course of study and methods. But besides these there were 21 papers relating especially to the philosophy of methods, 81 to various branches of the theory of education and psychology, 29 to the course of study, 10 to the peculiarities of graded and ungraded schools, 25 to musical instruction, 10 to natural sciences, 40 on drawing, and 24 to the important subject of moral and religious instruction. These make 240 additional papers on special themes of course of study and methods of discipline and management—in the aggregate nearly 500 papers on these themes.

Besides these papers there are others—on building, heating, and ventilation, 3; national aid to education, 14; education for Chinese, Indians, and colored people, 8; on supervision of schools, 10; on the uses and abuses of text-books, 9; on examinations of teachers and of pupils, 8; on compulsory education, 3; foreign educational systems, 10; education and crime, 2; on the best methods of keeping statistics, 4; on the criticisms urged against our schools, 8; in all nearly 100 more papers on important questions.

We all remember with some remaining feelings of dismay the old-fashioned essays read at teachers' gatherings. The following titles will suggest them: "The teachers' motives," "The teacher and his work," "The causes of failure and success in the work of the teacher," and "The teacher's ideal." Very often such titles introduced only goody-goody reflections on the personal character of the teacher. In the early days of the association such essays were more frequent. One is glad to observe their growing rarity, not only in the National Educational Association, but also in State associations and in educational magazines.

Of course these 600 papers, relating to various points of school management, were only the half of the intellectual pabulum set forth at the annual gatherings. It is safe to say that the impromptu discussions called forth were at least another half. Where the undisciplined mind had flagged and failed to follow the thread of the written discourse, the oral discussion brought out vividly the points of the paper, and by vigorous opposition or defense aroused the powers of the weakling. The vigorous oral debate has here its tremendous advantages over the printed paper read in the educational periodicals.

We have not mentioned the advantage of personal contact of mind with mind. In these gatherings the young teacher sees those who have grown old in the service and who have acquired reputation for their work. He meets his equals and measures their ideals by his own. He learns to see the details of his profession from many different points of view. The impression derived from the printed page differs from that derived from personal conversation. Each has its advantages. The personal impression is more stimulating and provocative of imitation. The cool study of the printed paper leads to deeper self-activity. Both are useful, nay, indispensable.

It is obvious that for this personal lesson upon the teacher our recent large associations are far more valuable than the small gatherings of the early date; where three hundred met then, now we have three thousand. The visitor to the association now sees ten times the number of eminent teachers, and rejoices in a tenfold opportunity for profit.

I do not think that I overestimate the value of this feature of the educational association when I call it one-half. On this basis I shall call the direct aid received from the essays and papers read one-fourth; the direct aid from the debates and discussions, one-fourth; the direct aid from personal conversation with and observation of fellow-members of the convention, eminent persons, and otherwise, this, and the benefit of observation on that section of the country into which the association takes the visitor, amounts to one-half the direct aid that he gets at the association.

Since 1870 the association has been in process of forming departments for the further specialization of work. It has done this partly by absorbing existing associations devoted to special work, and partly by forming new departments direct.

It absorbed the normal school and superintendents' associations, and, in after years, successively the departments of (*a*) higher instruction, (*b*) elementary instruction, (*c*) industrial education, (*d*) the National Council of Education, (*e*) the kindergarten, (*f*) the art education, (*g*) music instruction, and (*h*) secondary instruction; thus making ten departments in all. There has been since 1884 an educational exposition, which may be called the eleventh department.

Since these departments provide for the much-needed specialization of work, and furnish a counterpoise to the mighty swing of the general meetings of the association, their influence is salutary. There is no doubt that much more can be done in this direction. There should be a department that unites those interested in the study of child life; another that unites the specialists who are at work in the mastery of foreign systems of education; one for students of the Herbartian educational experiments—those that make so much of Robinson Crusoe as a center of school work, and whose great word is "apperception." Those who have read the educational essay that has made so much noise in England, and which bears the absurd title of "A Pot of Green Feathers," I need not say, are already interested in this question of apperception, as the very center of educational psychology. The doctrine of apperception, briefly stated, is this: We not only perceive objects, but we recognize or apperceive them. When we apperceive we relate what we see to what we already knew before; we sometimes call this inward digestion of what we see. Now education, it is evident enough, deals with this matter of recognizing or similating (apperceiving) the new material learned by relating it to what we knew before.

If a department of psychology were formed that held two meetings at each annual session, I doubt not that it would soon prepare some work which would gladly be given a place on the programme of the general association, and certainly before it secured a place on the programme it would get into the old departments of elementary instruction or normal instruction, or into the superintendents' section or some other.

I would lay emphasis on the specializing of work indefinitely. Apart from the national association such specializing would have its danger; but in the association it at once adds strength and gains strength. There could be a department of statistical study, wherein the few specialists who are interested in the science of statistics, in the new sense which is coming to be accentuated by sociologists, could confer together round a table. Round-table discussions over specialties is, in my opinion, what is needed to introduce a new fountain of vitality into the association. Not that the association is failing in vitality, for it never had so much at any former period as it has now. But this new element of specialization is a new element of vitality which may make the annual visit twice as valuable as it has been hitherto. I have mentioned by way of examples of these round-table departments, those that should study child life, foreign systems of education (say French, German, English, Chinese, etc.), or pedagogical movements like that of the Herbartians, or, again, educational psychology, or statistics. I would add other examples of specialization. Let the specialists in teaching English literature have a round table; the specialists in teaching ancient history or modern history or the philosophy of history; the specialists in teaching French or any modern language; those specially interested in teaching fractions or any other part of arithmetic. These round-table discussions could be called for any year. They could not be expected to discuss the same subject for two consecutive years. Here is just the trouble with our present departments. They have worked over the material ready to hand, and have no new material in the process of making. The council of education has formed a list of committees on a variety of subjects and stereotyped it once for all. The members of those cast-iron committees find themselves appointed to report on some subject which has no new fresh interest for them, and they do not see how to begin fresh work. We do not want any more reports on such general topics as high schools, or private schools, or coeducation, or moral education, or educational psychology, but we do want specialized reports which focus the whole mind of the subcommittees on some special topic, within those more general topics such as (in the domain of moral education) the freedom of the will in the light of Ribot's work on The Diseases of the Will; or (in the domain of educational psychology) the effect of committing to memory by the so-called aids or arts of memory; or on the formation of logical habits of thinking; or the best method of cultivating a convenient memory for names; the true remedy for duplicate registration of pupils attending both winter and summer schools, a duplication which is common in most of the State school reports; on a legitimate mode of interesting the people in electing good members to the school board; on the proper manner of securing the interest of the public press in the good features of the public schools; on the effect of the private schools in raising or lowering the standard of respectability in the profession of teaching; on the best method of securing literary and scientific culture in a corps of teachers. No one of these topics would do for a second report; no one of them would do for a first report made by members of the council not interested in it. The volunteer system is the only system for round-table work. It would be best generally to concentrate attention, and guide it by having a report made upon some particular book, like Lange's work on Apperception, or Mrs. Jacobi's book on Science and Language Study.

The general work of the association, as a whole, should go on in deep ruts, but the special work of the departments should be specialized and always fresh and new. This will take care of itself if there be a sufficiency of these small groups

encouraged. Perhaps there are only four persons in the entire nation interested in some special topic. The National Association, with its facilities for cheap transportation and cheap board, furnishes the best opportunity each year for the meeting of these four persons, or any other similarly interested four persons. Perhaps the attraction of the particular interest would not be sufficient to draw together the four specialists. But the National Association adds a host of other attractions, and in the aggregate these are strong enough to prevail.

We wish to produce as many growing teachers as possible—as many as possible who each year have found fresh leads and have distanced their former selves.

It seems to me, therefore, quite doubtful whether the division of the National Association into sectional associations, with which it alternates biennially, would not be rather a step backward. It would perhaps break the continuity which is essential as a kind of background on which the specialization which we have discussed can best take place. It will certainly make the familiar faces that meet us from year to year, coming from a great distance—as in the present meeting, from Colorado and Texas—it will make these faces less familiar to us, and different sections of the Union will be in less direct sympathy than formerly.

If I have studied aright this problem, it is not the general association that is in need of reform, but only the departments. These departments, instead of breaking away from the type of the general association, as they should do, are imitating its organization when they ought to devote themselves to developing and fostering voluntary subcommittees or round tables devoted to special work.

The general association, with its wide scope, its great masses, its distinguished personalities, its cheap fares, its entertaining tours, and its spectacle of great combination, and, lastly, with the great interest and substantial tributes of respect which it elicits from the business men of all parts of the country, and from the world in general outside the scholastic field—the general association, with these reasons for being, should continue as it is.

CONSTITUTION OF THE NATIONAL EDUCATIONAL ASSOCIATION, 1886–1891.

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I.—*Name.*

This association shall be styled the National Educational Association.

ARTICLE II.—*Departments.*

SECTION 1. It shall consist of nine departments: The first, of school superintendence; the second, of normal schools; the third, of elementary schools; the fourth, of higher instruction; the fifth, of industrial education; the sixth, of art education; the seventh, of kindergarten instruction; the eighth, of music education; the ninth, of secondary education; and a national council of education.

SEC. 2. Other departments may be organized in the manner prescribed in this constitution.

ARTICLE III.—*Membership.*

SECTION. 1. Any person in any way connected with the work of education, or any educational association, shall be eligible to membership. Such person or association may become a member of this association by paying two dollars and signing this constitution, and may continue a member by the payment of an annual fee of two dollars. On neglect to pay such fee, the membership will cease.

SEC. 2. Each department may prescribe its own conditions of membership, provided that no person be admitted to such membership who is not a member of the general association.

SEC. 3. Any person eligible to membership may become a life member by paying at once twenty dollars.

ARTICLE IV.—*Officers.*

SECTION 1. The officers of this association shall be a president, twelve vice-presidents, a secretary, a treasurer, one director for each State, district, or Territory represented in the association, and the presiding officers of the several departments and a board of trustees to be constituted as hereinafter provided. Any friend of education may become a life director by the donation of one hundred dollars to the association at one time, either by himself or on his behalf; and any educational association may secure a perpetual directorship by a like donation of one hundred dollars, the director to be appointed annually or for life. Whenever a life member desires to become a life director, he shall be credited with the amount he has paid for his life membership.

SEC. 2. The president, vice-presidents, secretary, treasurer, directors, life directors, president of the council, and presiding officers of their respective departments shall constitute the board of directors, and, as such, shall have power to appoint such committees from their own number as they shall deem expedient.

SEC. 3. The elective officers of the association shall be chosen by ballot, unless otherwise ordered, on the second day of each annual session, a majority of the votes cast being necessary for a choice. They shall continue in office until the close of the annual session subsequent to their election, and until their successors are chosen, except as hereinafter provided.

SEC. 4. Each department shall be administered by a president, vice-president, secretary, and such other officers as it shall deem necessary to conduct its affairs; but no person shall be elected to any office of any department, or of the association, who is not, at the time of the election, a member of the association.

SEC. 5. The president shall preside at all meetings of the association and of the board of directors, and shall perform the duties usually devolving upon a presiding officer. In his absence, the first vice-president in order who is present shall preside; and in the absence of all vice-presidents, a *pro tempore* chairman shall be appointed on nomination, the secretary putting the question.

SEC. 6. The secretary shall keep a full and accurate report of the proceedings of the general meetings of the association and all meetings of the board of directors, and shall conduct such correspondence as the directors may assign, and shall have his records present at all meetings of the association and of the board of directors. The secretary of each department shall, in addition to performing the duties usually pertaining to his office, keep a list of the members of his department.

SEC. 7. The treasurer shall receive and under the direction of the board of trustees hold in safe-keeping all moneys paid to the association; shall expend the same only upon the order of said board; shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which accounts, ending the first day of July each year, he shall render to the board of trustees, and, when approved by said board, he shall report the same to the board of directors. The treasurer shall give such bond for the faithful discharge of his duties as may be required by the board of trustees; and he shall continue in office until the first meeting of the board of directors held prior to the annual meeting of the association next succeeding that for which he is elected.

SEC. 8. The board of directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the association excepting those herein intrusted to the board of trustees; shall make all necessary arrangements for its meetings, and shall do all in its power to make it a useful and honorable institution. Upon the written application of twenty members of the association for permission to establish a new department, they may grant such permission. Such new department shall in all respects be entitled to the same rights and privileges as the others. The formation of such department shall in effect be a sufficient amendment to this constitution for the insertion of its name in Article II, and the secretary shall make the necessary alterations.

SEC. 9. The board of trustees shall consist of four members, elected by the board of directors for a term of four years, and the president of the association, who shall be a member ex officio during his term of office. At the election of the trustees in 1886, one trustee shall be elected for one year, one for two years, one for three years, and one for four years, and annually thereafter, at the first meeting of the board of directors held prior to the annual meeting of the association, one trustee shall be elected for the term of four years. All vacancies occurring in said board of trustees, whether by resignation or otherwise, shall be filled by the board of directors for the unexpired term; and the absence of a trustee from two consecutive annual meetings of the board shall forfeit his membership therein. The board of trustees thus elected and constituted shall be the executive financial officers of this association, as a body corporate, as conferred by the certificate of incorporation under the provisions of the act of general incorporation, class third, of the Revised Statutes of the District of Columbia, dated the twenty-fourth day of February, 1886, at Washington, D. C., and recorded in Liber No. 4, "Acts of incorporation for the District of Columbia."

SEC. 10. It shall be the duty of the board of trustees to provide for safe keeping and investment of all funds which the association may receive from life-directorships, or from donations; and the income of such invested funds shall be used exclusively in paying the cost of publishing the annual volume of proceedings of the association, excepting when donors shall specify otherwise. It shall also be the duty of the board to issue orders on the treasurer for the payment of all bills approved by the board of directors, or by the president and secretary of the association acting under the authority of the board of directors; and, when practicable, the trustees shall invest all surplus funds exceeding one hundred dollars, that may remain in the hands of the treasurer after paying the expenses of the association for the previous year.

ARTICLE V.—*Meetings.*

SECTION 1. The annual meeting of the association shall be held at such time and place as shall be determined by the board of directors.

SEC. 2. Special meetings may be called by the president at the request of five directors.

SEC. 3. Any department of the association may hold a special meeting at such time and place as by its own regulations it shall appoint.

SEC. 4. The board of directors shall hold their regular meetings at the place, and not less than two hours before the assembling of the association.

SEC. 5. Special meetings may be held at such other times and places as the board or the president shall determine.

SEC. 6. Each new board shall organize at the session of its election. At its first meeting a committee on publication shall be appointed, which shall consist of the president and the secretary of the association for the previous year, and one member from each department.

ARTICLE VI.—*By-laws.*

By-laws, not inconsistent with this constitution, may be adopted by a two-thirds vote of the association.

ARTICLE VII.—*Amendments.*

This constitution may be altered or amended at a regular meeting by the unanimous vote of the members present, or by a two-thirds vote of the members present, provided that the alteration or amendment has been substantially proposed in writing at a previous meeting.

BY-LAWS.

1. At each regular meeting of the association there shall be appointed a committee on nominations, one on honorary members, and one on resolutions.
2. The president and secretary shall certify to the board of trustees all bills approved by the board of directors.
3. Each paying member of the association shall be entitled to a copy of its proceedings.
4. No paper, lecture, or address shall be read before the association or any of its departments in the absence of its author, nor shall any such paper, lecture, or address be published in the volume of proceedings without the consent of the association, upon approval of the executive committee.

5. It shall be the duty of the president, secretary, and treasurer of the association, to appoint annually some competent person to examine the securities of the permanent fund held by the board of trustees, and his certificate showing the condition of the said fund shall be attached to the report of the board of trustees.

The following amendment to Article III of the constitution has been considered by a committee, and recommended for adoption by the association:

Amend Article III by adding as follows: Section 4. Any association may secure a perpetual membership by the payment of thirty dollars, and shall be entitled to one representative each year for every thirty dollars so paid.

NATIONAL COUNCIL OF EDUCATION.

CONSTITUTION.

PREAMBLE.

The National Council of Education shall have for its object the consideration and discussion of educational questions of general interest and public importance, and the presentation through printed reports of the substance of the discussions and the conclusions formulated. It shall be its object to reach and disseminate correct thinking on educational questions, and for this purpose it shall be the aim of the council in conducting its discussions to define and state with accuracy the different views and theories on the subject under consideration, and, secondly, to discover and represent fairly the grounds and reasons for each theory or view, so far as to show as completely as possible the genesis of opinion on the subject. It shall be the duty of the council in pursuance of this object to encourage from all its members the most careful statement of differences in opinion, together with the completest statement of grounds for the same. It shall further require from the chairmen of its committees the careful preservation and presentation of the individual differences of opinion whenever grounds have been furnished for the same by members of their committees. It shall invite the freest discussion of the reports of its committees, and whenever said reports are not so amended as to embody the new suggestions developed by such discussion, any member making such suggestion or objection may put in writing his view and the grounds therefor, and furnish the same to the secretary for the records of the council. It shall prepare through its president, with the aid of the chairmen of the several committees, an annual report to the National Association, setting forth the questions considered by the council during the previous year and placing before the association in succinct form the work accomplished. It shall embody in this report a survey of those educational topics which seem to call for any action on the part of the association. The council shall appoint out of its own number committees representing the several departments of education, and thereby facilitate the exchange of opinion among its members on such special topics as demand the attention of the profession or of the public.

ARTICLE I.—*Membership.*

1. The National Council of Education shall consist of sixty members, selected out of the membership of the National Educational Association. Any member of the association identified with educational work is eligible to membership in the council, and after the first election such membership shall continue for six years, except as hereinafter provided.
2. In the year 1885 the board of directors shall elect eight members—four members for six years, two for four years, and two for two years; and the council shall elect eight members—five members for six years, two for four years, and one for two years; and annually thereafter the board of directors shall elect five members and the council five members, each member, with the exception hereinafter provided for (section 5), to serve six years, or until his successor is elected.
3. The annual election of members of the council shall be held in connection with the annual meetings of the association. If the board of directors shall fail, for any reason, to fill its quota of members annually, the vacancy or vacancies shall be filled by the council.
4. The term of service of the several members of the council, chosen at the first election, shall be arranged by the executive committee of the council.
5. The absence of a member from two consecutive annual meetings of the council shall be considered equivalent to resignation of membership, and the council shall fill vacancies caused by absence from the council as herein defined, as well as vacancies caused by death or resignation, for the unexpired term. All persons who have belonged to the council shall, on the expiration of their membership, become honorary members, with the privilege of attending its regular sessions, and participating in its discussions. No State shall be represented in the council by more than eight members.

ARTICLE II.—*Fees.*

There shall be no fee for membership in the council of education, but each member of it shall secure a membership in the National Educational Association by becoming a life member of the same, or by paying to the treasurer of the association the annual membership fee of two dollars.

ARTICLE III.—*Meetings.*

There shall be a regular annual meeting of the council held at the same place as the meeting of the National Association, and at least two days previous to this meeting. There may be special meetings of the council, subject to the call of the executive committee, but the attendance at these meetings shall be entirely voluntary. The regular meeting of the committees shall take place on the days provided for the annual meeting of the council. Meetings of committees may be called at any time by the chairmen of the respective committees, but attendance at such special meetings shall be entirely voluntary. A majority of the council shall constitute a quorum for the transaction of business at any meeting, whether regular or called; but any less number, exceeding eight members, may constitute a quorum for the transaction of business at the regular annual meeting, as defined in this article.

ARTICLE IV.—*Committees.*

The general management of the affairs of the council shall be vested in an executive committee composed of the president, vice-president, and secretary of the council, and four other members, all of whom are to be elected by the council at its annual meeting. There shall be twelve standing committees, each consisting of five members. They shall be appointed by the executive committee, and be named as follows:

1. Committee on State school systems.
2. Committee on city school systems.
3. Committee on higher education.
4. Committee on secondary education.
5. Committee on elementary education.
6. Committee on normal education.
7. Committee on technological education.
8. Committee on pedagogics.
9. Committee on moral education.
10. Committee on school sanitation, hygiene, and physical training.
11. Committee on psychological inquiry.
12. Committee on educational reports and statistics.

ARTICLE V.—*Duties of standing committees.*

The committees of the council shall consider the topics assigned to them, and report on the same; they may select for their deliberations such other questions belonging to their departments as they deem proper to discuss.

Whenever called upon, the committees shall continue the deliberative work of the association on topics assigned to them, or prepare questions to be submitted to that body.

It shall be the duty of the standing committees to observe the new educational experiments and original investigations within the scope of their assigned topics, and report the same from time to time to the president of the council.

ARTICLE VI.—*Duties of members of the committees.*

The members of the council shall render active service and assistance in the work of the committee to which they have been assigned, and further the general work of the council as much as is in their power. They shall give their attention to the questions submitted to them, and communicate their conclusions in writing to the chairman of the committee.

Meeting of committees for special work.—A half day at each annual session shall be set apart for "Round-table" discussions, and each standing committee may conduct its own meeting separately, inviting, at its pleasure, experts, original investigators, or other persons to present their experience or theoretical views before it, for discussion.

ARTICLE VII.—*Duties of the chairmen of committees.*

The chairman of each committee shall communicate the questions which are to be discussed to each of the members of his committee, and send them such other communications as may assist them in their work. He shall arrange a suitable plan for an exchange of opinion, and embody the conclusions arrived at in a brief report. He shall, from time to time, inform the secretary of the council of the progress made by his committee. He shall, with the consent of the other members of his committee, arrange special meetings at a convenient time and place. He shall see that the communications, sent in turn to each member of his committee, are promptly forwarded. He shall state distinctly (in the form of questions, when feasible) the topics on which he desires to have a brief expression of opinion from the members of his committee, and embody the substance of their answers in his report.

ARTICLE VIII.—*The work of the committees.*

The work of the committees of the council shall be carried on in the regular meetings provided for above, and in such special meetings as can be arranged from time to time, according to the pleasure of the committee, and principally in writing, by an exchange of briefly expressed opinions. It shall be the duty of each chairman to devise a plan for the latter. Each member may be required to report on a part of the subject; or the whole topic may be submitted to each member, together with the opinion of the other members that have considered the topic before.

ARTICLE IX.—*Duties of the council.*

It shall be the duty of the council to further the objects of the National Association, and to use its best efforts to promote the cause of education in general. The council shall assign work to each committee, and receive a report on the same; it shall cause to be published such reports of committees, or part of the same, as in its judgment should be brought to general notice; it shall present, through the president of the council, an annual report of its work to the National Educational Association.

Arrangement of annual programme.—The president, in making up the annual programme of exercises, may select any of the twelve standing committees which will, in his opinion, prepare work for the council of the most timely and vital character, and he shall not be limited in his choice by considerations of routine.

The committee thus reporting may introduce before the council such specialists, experts, original investigators or inventors of new methods as they may deem essential to present effectively their subject-matter before the council for discussion.

ARTICLE X.—*Amendments.*

This constitution may be altered or amended, at a regular meeting of the council, by a two-thirds vote of the members present, and any provision may be waived at any regular meeting, by unanimous consent.

By-laws, not in violation of this constitution, may be adopted by a two-thirds vote of the council.

BY-LAWS.

1. Each active member of the council shall pay annually two dollars, to defray the expenses of the council.
2. The secretary shall act as treasurer of the council.

The National Teachers' and the National Educational Association.

ORGANIZATION, MEETINGS, AND OFFICERS.

[The National Teachers' Association was organized at Philadelphia, Pa., 1857. James L. Enos, of Iowa, was chosen chairman, and William E. Sheldon, of Massachusetts, secretary.]

ANNUAL MEETINGS AND OFFICERS.

	Place.	Year.	President.	Secretary.	Treasurer.
1	Cincinnati, Ohio...	1858	Z. Richards, D. C.....	J. W. Bulkley, N. Y...	A. J. Rickoff, Ohio.
2	Washington, D. C.	1859	A. J. Rickoff, Ohio....	.....do	C. S. Pennell, Mo.
3	Buffalo, N. Y.....	1860	J. W. Bulkley, N. Y..	Z. Richards, D. C.....	O. C. Wight, D. C.
	No sessions in 1861 and 1862.				
4	Chicago, Ill.....	1863	J. D. Philbrick, Mass.	J. Cruikshank, N. Y.	Do.
5	Ogdensburg, N. Y.	1864	W. H. Wells, Ill.....	D. N. Camp, Conn....	Z. Richards, D. C.
6	Harrisburg, Pa....	1865	S. S. Greene, R. I.....	W. E. Sheldon, Mass.	Do.
7	Indianapolis, Ind..	1866	J. P. Wickersham, Pa.	S. H. White, Ill.....	S. P. Bates, Pa.
	No session in 1867.				
8	Nashville, Tenn...	1868	J. M. Gregory, Mich..	L. Van Bokelen, Md..	J. Cruikshank, N. Y.
9	Trenton, N. J.....	1869	L. Van Bokelen, Md..	W. E. Crosby, Ohio...	A. L. Barber, D. C.
10	Cleveland, Ohio...	1870	D. B. Hagar, Mass....	A. P. Marble, Mass...	W. E. Crosby, Ohio.
11	St. Louis, Mo.....	1871	J. L. Pickard, Ill.....	W. E. Crosby, Ohio...	John Hancock, Ohio.
12	Boston, Mass.....	1872	E. E. White, Ohio....	S. H. White, Ill.....	Do.
13	Elmira, N. Y.....	1873	B. G. Northrop, Conn.	.....do	Do.
14	Detroit, Mich.....	1874	S. H. White, Ill	A. P. Marble, Mass...	Do.
15	Minneapolis, Minn	1875	W. T. Harris, Mo.....	W. R. Abbot, Va.....	A. P. Marble, Mass.
16	Baltimore, Md.....	1876	W. F. Phelps, Minn..	W. D. Henkle, Ohio...	Do.
17	Louisville, Ky.....	1877	M. A. Newell, Md.....	.....do	J. O. Wilson, D. C.
	No session in 1878.				
18	Philadelphia, Pa..	1879	John Hancock, Ohio..	.....do	Do.
19	Chautauqua, N. Y.	1880	J. O. Wilson, D. C....	.....do	E. T. Tappan, Ohio.
20	Atlanta, Ga.....	1881	Jas. H. Smart, Ind....	.....do	Do.
21	Saratoga Springs..	1882	Gustavus Orr, Ga.....	W. E. Sheldon, Mass.	H. S. Tarbell, Ind.
22	Saratoga Spa.....	1883	Eli T. Tappan, Ohio..	.....do	N. A. Calkins, N. Y
23	Madison, Wis.....	1884	T. W. Bicknell, Mass.	H. S. Tarbell, R. I.....	Do.
24	Saratoga Spa.....	1885	F. L. Soldan, Mo.....	W. E. Sheldon, Mass..	Do.
25	Topeka, Kans.....	1886	N. A. Calkins, N. Y..	.....do	E. C. Hewett, Ill.
26	Chicago, Ill.....	1887	W. E. Sheldon, Mass..	Jas. H. Canfield, Kans	Do.
27	San Francisco, Cal.	1888	Aaron Gove, Colo.....	.....do	Do.
28	Nashville, Tenn...	1889	A. P. Marble, Mass...	.....do	Do.
29	St. Paul, Minn....	1890	Jas. H. Canfield, Kans	W. R. Garrett, Tenn..	Do.
30	Toronto, Canada...	1891	W. R. Garrett, Tenn.	E. H. Cook, N. J.....	J. M. Greenwood, Mo.
31	Saratoga Springs..	1892	E. H. Cook, N. J.....	R. W. Stevenson, Kans	Do.
32	Chicago[a].....	1893	.....	.....	
33	Asbury Park.....	1894	A. G. Lane, Ill.....	Irwin Shepard, Minn.	Do.

[a] International Congress of Education at Chicago in 1893, W. T. Harris, United States Commissioner of Education, chairman of committee of National Educational Association, in general charge; Dr. James B. Angell, presiding chairman.

Membership.

The following table gives by States the number of members registered at each annual meeting from 1884 to 1894, inclusive:

Residence.	Madison, 1884.	Saratoga, 1885.	Topeka, 1886.	Chicago, 1887.	San Francisco, 1888.	Nashville, 1889.	St. Paul, 1890.	Toronto, 1891.	Saratoga, 1892.	Chicago, 1893.	Asbury Park, 1894.	Total for each State.	Average of each State.
Total annual membership	2,725	625	1,197	9,115	7,216	1,984	5,474	4,778	3,361	1,465	5,906	43,850	3,986
North Atlantic Division	789	406	386	773	803	101	795	426	1,187	316	1,709	7,691	699
South Atlantic Division	77	16	31	44	113	128	95	151	309	45	271	1,280	116
South Central Division	111	19	47	370	216	1,074	261	417	257	87	460	3,319	302
North Central Division	1,712	176	708	7,671	1,074	642	4,156	2,933	1,456	769	3,350	24,647	2,241
Western Division	27	7	25	103	4,974	38	122	196	104	158	73	5,827	536
Foreign and unknown	9	1	0	154	36	2	45	655	51	90	43	1,086	99
North Atlantic Division:													
Maine	21	2	5	25	11	0	32	30	10	5	5	146	13
New Hampshire	64	6	10	23	11	0	32	9	5	6	7	173	16
Vermont	43	8	3	41	4	0	40	4	20	2	3	168	15
Massachusetts	310	145	85	277	206	28	290	114	212	80	51	1,798	164
Rhode Island	50	13	13	29	30	4	31	42	23	19	12	266	24
Connecticut	40	18	23	36	48	4	31	18	63	13	13	307	28
New York	140	159	91	211	210	29	228	117	611	99	326	2,221	202
New Jersey	40	27	35	23	31	13	12	16	65	35	969	1,276	116
Pennsylvania	81	28	121	108	242	23	99	76	178	57	323	1,336	121
South Atlantic Division:													
Delaware	1	0	4	0	3	1	2	5	6	0	8	30	3
Maryland	5	1	10	8	17	3	7	13	49	8	45	166	15
District of Columbia	30	4	7	12	32	13	21	10	35	7	24	195	18
Virginia	6	3	3	2	18	12	2	8	2	2	24	82	7
West Virginia	15	2	3	8	6	6	27	49	20	9	37	182	17
North Carolina	3	4	0	2	8	12	2	13	17	2	15	78	7
South Carolina	5	1	1	2	13	22	4	18	14	5	52	137	12
Georgia	11	1	2	10	16	43	23	31	163	7	64	371	34
Florida	1	0	1	0	0	16	7	4	3	5	2	39	4
South Central Division:		2											
Kentucky	33		8	151	22	114	39	57	42	13	128	609	55
Tennessee	12	6	5	62	83	607	97	124	57	8	124	1,185	108
Alabama	9	1	1	16	45	123	35	79	51	7	42	409	37
Mississippi	7	1	2	7	10	87	44	42	36	6	20	262	24
Louisiana	3	7	8	11	7	19	13	25	21	9	34	157	14
Texas	22	1	15	55	29	89	20	53	9	17	82	392	36
Arkansas	22	0	8	67	12	29	12	34	33	25	25	267	24
Oklahoma									4	0	4	8	1
Indian Territory	3	1	0	1	8	6	1	3	4	2	1	30	3
North Central Division:													
Ohio	121	43	67	581	225	60	361	355	178	86	990	3,067	279
Indiana	54	15	46	418	71	89	206	149	65	40	258	1,411	128
Illinois	354	33	164	1,750	222	204	625	666	214	439	871	5,542	504

Annual membership of the National Educational Association—Continued.

Residence.	Madison, 1884.	Saratoga, 1885.	Topeka, 1886.	Chicago, 1887.	San Francisco, 1888.	Nashville, 1889.	St. Paul, 1890.	Toronto, 1891.	Saratoga, 1892.	Chicago, 1893.	Asbury Park, 1894.	Total for each State.	Average of each State.
North Central Division—Continued.													
Michigan	77	12	20	273	40	29	137	259	285	31	155	1,318	120
Wisconsin	546	18	18	486	57	28	443	222	72	32	143	2,065	188
Minnesota	132	9	11	649	58	16	933	118	54	24	87	2,091	190
Iowa	304	18	87	1,146	96	67	572	278	110	37	156	2,871	261
Missouri	46	11	73	625	133	68	249	320	189	32	435	2,181	198
North Dakota	} 23	1	5	149	8	7	} 99	32	16	0	8	} 522	47
South Dakota	}						} 109	31	20	5	9	}	
Nebraska	39	5	27	634	40	10	147	220	126	23	127	1,398	127
Kansas	16	11	190	960	124	64	275	283	127	20	111	2,181	198
Western Division:													
Montana	3	1	1	9	4	5	37	24	9	3	3	99	9
Wyoming	1	2	2	8	8	0	5	13	4	1	2	46	4
Colorado	12	2	11	40	109	8	56	114	59	95	58	564	51
New Mexico	0	0	0	2	26	2	1	7	5	6	0	49	4
Arizona	0	0	0	1	45	1	1	0	2	0	2	52	5
Utah	0	1	3	4	127	0	0	10	8	7	4	164	15
Nevada	1	0	1	6	134	0	1	0	0	0	0	143	13
Idaho	0	0	1	0	12	0	0	0	1	0	1	15	1
Washington	1	0	1	3	27	1	6	18	1	3	2	63	6
Oregon	3	1	1	11	204	8	7	5	5	6	0	251	23
California	5	0	4	18	4,278	13	8	5	10	37	1	4,379	398
Alaska	1	0	0	1	0	0	0	0	0	0	0	2	0
Canada	1	1	0	12	20	1	45	650	48	12	41	831	76
Other foreign	1	0	0	1	15	1	0	5	3	75	2	103	9
Unknown	7	0	0	141	1	0	0	0	0	3	0	152	14

A CLASSIFIED LIST OF THE PRINCIPAL SUBJECTS CONSIDERED IN THE VOLUMES OF PROCEEDINGS OF THE NATIONAL EDUCATIONAL ASSOCIATION, FROM 1870 TO 1893, INCLUSIVE.[1]

This classified list gives the topics upon which papers have been read before the association, the name of the author, and the volume, or year, in which the paper may be found.

Prior to 1870 there were three national associations in the United States considering educational work, each independent of the others—The National Teachers' Association, organized in 1857; The American Normal Association, and The National Superintendents' Association. At the joint annual meetings in August, 1870, these associations united, forming The National Educational Association of the United States, with departments for the consideration of distinct phases of educational work.

The joint publication of the proceedings of these associations began with the volume for 1870. It is now hardly possible to find copies of the proceedings of either of these associations prior to that date. They were generally issued in pamphlet form, and seldom contained all the papers read at the meetings. Beginning with 1870, each volume is bound in cloth.

The volumes for 1870 and 1872 are now out of print. A limited number of copies remain for the years 1871, 1882, 1883. The volume for 1893 contains the proceedings of the International Congress of Education.

GENERAL CLASSIFICATION OF SUBJECTS.

1. American Public Education.
2. Business Education.
3. City Schools—Graded.
4. Country Schools—Ungraded.
5. Compulsory Education.
6. Culture in Schools.
7. Current Criticism of Public Schools.
8. Denominational and Other Private Schools.
9. Drawing and Industrial Education—Art Education.
10. Education in Particular Sections of Our Country.
11. Education in Foreign Countries.
12. Education and Crime.
13. Educational Exhibits and Conventions.
14. Educational Literature—Libraries.
15. Educational Statistics.
16. Elementary Schools—Primary Instruction.
17. High Schools, Colleges, Universities, etc.
18. Kindergarten.
19. Manual Training—Technical Education.
20. Methods in Education—Philosophy of, etc.
21. Moral Education.
22. Music in Public Schools.
23. Natural History—Physical Sciences, etc.
24. National Aid to Education.
25. National Educational Association.
26. Normal Schools and the Training of Teachers.
27. Pedagogics, Psychology, etc.
28. Physical education.
29. Race Education.
30. Round Table Conferences.
31. School Attendance.
32. School Discipline.
33. Schoolhouses.
34. School Supervision.
35. School Ventilation.
36. School Instruction—Subjects, etc.
37. School Examinations.
38. Spelling Reform.
39. Teacher—Examination of, etc.
40. Text-Books—Use of.
41. Woman's Work in Education.

[1] This list, as well as the author list following, was originally prepared for the Bureau of Education by Zalmon Richards, of Washington, D. C., and has already been published in pamphlet form in connection with the historical sketch of the National Educational Association which forms the opening section of this chapter. The two lists have been revised by the Bureau so as to include the 1892 and 1893 volumes of addresses and proceedings.

CLASSIFIED LIST OF SUBJECTS.

I.—American Public Education.

ITS THEORY, OBJECTS, AND SYSTEM.

1870.[1] Theory of American Education. W. T. Harris, Mo.
1870. The Relation of the National Government to Public Education. Hon. John Eaton, Washington, D. C.
1870. Claims of English Grammar in Common Schools. J. H. Blodgett, Ill.
1870. Free Common Schools: What they can do for the State. Hon. F. A. Sawyer.
1871. How far may the State Provide for the Education of her Children at Public Cost. Hon. Newton Bateman, Illinois.
1871. Superior Education as Related to Universal Education. Gen. John Eaton.
1873. What should be the Leading Object of American Free Schools? H. F. Harrington, New Bedford, Mass.
1876. Demands of the Coming Century on the American Common School. A. D. Mayo, Mass.
1879. The Neighborhood, as a Starting-Point in Education. Rev. Robert E. Thompson.
1879. The New Teacher in New America. A. D. Mayo.
1880. The Unattainable in Public School Education. A. P. Marble, Worcester, Mass.
1881. The Leading Characteristics of American Systems of Public Education. J. P. Wickersham, Penn.
1881. Lines of Advance. C. C. Rounds, Plymouth, N. H.
1881. Education and the Building of the State. Gen. John Eaton, Washington, D. C.
1881. Some Essentials in the Development of a School System. D. F. De Wolf, Ohio.
1881. The Century and the School. F. Louis Soldan, St. Louis.
1882. The State and School; the Foundation Principle of Education by the State. Samuel Barnet, Georgia.
1882. What, How, and How Better. Carrie B. Sharp, Indiana.
1882. Secularization of Education. Wm. W. Folwell, Minn.
1883. The Educational Lessons of the Census. Wm. T. Harris.
1884. Needs in American Education. Mrs. Eva. D. Kellogg.
1884. Citizenship and Education. J. L. M. Curry, Richmond, Va.
1884. Civic Education. Wm. W. Folwell, Minneapolis, Minn.
1885. Adjustment of Modes of Instruction. F. Louis Soldan.
1885. Civil Service Reform and the Public Schools. H. Randall Waite.
1885. The Ideal Schoolmaster. T. J. Morgan, R. I.
1886. What shall Education do for the Future of the Country? President's Address. N. A. Calkins, N. Y.
1887. Educational Influences and Results of the Ordinance of 1887. Its Adoption. Opening Address by the President. W. E. Sheldon, Mass.
History of the Ordinance. Israel W. Andrews, Marietta, Ohio.
Lessons Taught by the Ordinance in regard to the future Educational Policy of our Government. J. L. Pickard, Iowa.
The Educational Influence and Results. B. A. Hinsdale, Ohio.
The Influence of its Operations. Thos. A. Banning, Chicago, Ill.
1887. *Council Report.*—The function of the Public School. C. M. Woodward, St. Louis, Mo.; W. H. Payne; W. T. Harris; F. L. Soldan.
1887. How to Spread Information concerning the True Purposes and Methods of School Education. Henry Sabin, Iowa.
1887. How to Teach Parents to Discriminate between good and bad Teaching. Mrs. Ella F. Young, Ill.
1887. How to Awaken an Interest and create a Demand for Professionally Trained and good Teachers. W. W. Parsons, Ind.
1888. The function of the State in Relation to School Books and Appliances. John Swett, Cal.
1888. The Best Discipline to Prepare Law-Abiding Citizens. Duncan Brown, Kansas.
1888. The Culture most Valuable for Educating Law-Abiding and Law-Respecting Citizens. Joseph Baldwin, Texas.
1888. The Culture most Valuable to Prepare Law-Abiding and Law-Respecting Citizens. George H. Atkinson, Oregon.
1888. The Discipline most Valuable as a means of Preparing Law-Abiding and Law-Reverencing Citizens. B. F. Tweed, Cambridge, Mass.
1888. What the Public Schools should Teach the American Laborer. Geo. H. Howison, California.
1889. The Legal Status of the Public Schools. A. S. Draper, New York.
1889. Education and the Public. A. S. Colyar, Nashville, Tenn.

[1] The dates indicate volumes.

1889. The Problem of the Hour for Schools. ALEX. HOGG, Forth Worth, Texas.
1889. History a Patriotic Force in Schools. H. B. CARRINGTON, Hyde Park, Mass.
1889. The Teaching of Patriotism in the Public Schools and Everywhere. G. W. F. PRICE, Tenn.
1889. History of Education: Its Culture Value. B. A. HINSDALE, Mich.
1889. History of Education: Its Value on Educational Legislation and Administration. W. H. PAYNE, Tenn.
1889. History of Education: Its Value to Teachers. G. S. WILLIAMS, Ithaca, N. Y.
1890. The General Government and Public Education throughout the Country. W. T. HARRIS, D. C.
1890. Supplementary Report on School Systems. B. A. HINSDALE, Mich.
1892. Twenty Years' Progress in Education. W. T. HARRIS, D. C.
1892. Americanism in the Public Schools. FRANCIS BELLAMY, Mass.
1892. To what Extent can a Public School System be Improved by Legislation? L. E. WOLFE, Mo.
1892. Education and Citizenship. B. P. RAYMOND, Conn.
1892. What shall the State Do toward the Education of Children below the School Age? F. A. FITZPATRICK, Nebr.

II.—BUSINESS EDUCATION.

1892. Business Education: Its Place in the American Curriculum. S. S. PACKARD, N. Y.
1893. The Evolution of Business Colleges. S. S. PACKARD, N. Y.
1893. Practical Advantages of a Commercial College Training. GEORGE SOULÉ, New Orleans.
1893. The Relation of Business Instruction to Industrial, Commercial, and Financial Interests. A. D. WILT, Ohio.
1893. The Higher Aspects of Business Education. R. E. GALLAGHER, Ontario.
1893. Stenography and Typewriting as Branches of a Business Education. ISAAC S. DEMENT, Chicago.
1893. The World's Need of Business Women. SARA A. SPENCER, D. C.
1893. Reciprocal Relations and Benefits of Business and other Departments of Education. IRA MAYHEW, Mich.
1893. A Business Man's Education. JAMES MACALISTER, Phila.

III.—CITY SCHOOLS.—GRADED.

1874. Several Problems in Graded School Management. Hon. E. E. WHITE, Ohio.
1883. The City Systems of Management in Public Schools. J. L. PICKARD, Iowa.
1886. City School Systems—Pupils, Classification, Examination, and Promotion. REPORT OF A COUNCIL COMMITTEE ON CITY SCHOOLS.
1890. City School Systems. W. H. MAXWELL, N. Y.
1891. Qualifications and Supply of Teachers for City Public Schools. WM. E. ANDERSON, Wis. (Discussion.)
1892. Promotions in City Schools. Round Table Discussion.
1893. Grading and Classification. Mrs. ELLA F. YOUNG, Chicago.

IV.—COUNTRY SCHOOLS.—UNGRADED.

1875. The Country School Problem. W. F. PHELPS, Winona, Minn.
1876. The Country School Problem. EDWARD OLNEY, Mich.
1879. A Graduating System of Country Schools. A. L. WADE, W. Va.
1879. A Readjustment of Common School Studies Necessary. AND. J. RICKOFF, Ohio.
1882. Country Schools. JAMES P. SLADE, Ill.
1886. Country Schools—Suggestions for their Improvement. J. C. MACPHERSON, Ind.
1886. Country Schools—Special Conditions. G. F. FELTS, Ind.
1891. The Independent District System. JOHN A. MCDONALD, Kans.
1892. The Country School Problem. HENRY RAAB, Ill.
1892. Grading in Country Schools. GEO. A. WALTON, Mass.

V.—COMPULSORY EDUCATION.

1871. A National System of Compulsory Education. J. P. WICKERSHAM, Penn.
1872. Compulsory Education. NEWTON BATEMAN, Ill.
1890. Compulsory Laws and their Enforcement. OSCAR H. COOPER, Tex.
1890. Our Brother in Stripes, in the Schoolroom. Miss JULIA S. TUTWILER, Ala.
1891. Compulsory Education. (Discussion.) REPORT OF COMMITTEE OF NATIONAL COUNCIL.
1891. Recent Legislation upon Compulsory Education in Illinois and Wisconsin. N. C. DOUGHERTY, Ill.
1891. Compulsory Education in Massachusetts. GEO. H. MARTIN, Agt. Mass. Board of Education. (Discussion.)
1893. Should the Law Require the Attendance of all Pupils between the Ages of Eight and Fourteen? (Discussion.)
1893. Schools for Neglected Children. JAMES STORMONT SMALL, New Zealand.

VI.—Culture in Schools.

1870. The Means of Providing the Mass of Teachers with Professional Instruction. S. H. White, Peoria, Ill.
1870. The Application of Mental Science to Teaching. J. W. Dickinson, Mass.
1871. Classical Study, and the Means of Securing it in the West. H. K. Edson, Iowa.
1871. Pronunciation of Latin and Greek. H. M. Tyler, Knox College, Ill.
1873. How much Culture shall be Imparted in our Free Schools? Richard Edwards, Ill.
1875. The Relation of Art to Education. Grace C. Bibb, Mo.
1876. Æsthetics of Education. Minnie Swayze.
1877. The Silent Forces of Education. J. F. Blackington, Mass.
1879. Culture in Elementary Schools. Geo. P. Brown, Ind.
1881. Education of the Sensibilities. J. W. Dowd, Ohio.
1882. Delsarte Philosophy of Expression. Moses True Brown, Mass.
1890. The Mission of Color. Miss Josephene C. Locke, Ill.
1892. Influence of Expression on Thought. Miss Giddings, R. I.

VII.—Current Criticisms of Public Schools.

1875. Caste in Education. A. P. Marble, Mass.
1888. The Schools Fail to Teach Morality or to Cultivate the Religious Sentiment. John W. Cook, Ill.
1888. The Schools Fail to Give a Reasonable Mastery of the Subjects Studied. Lillie J. Martin, Ind.
1888. The Schools Fail to give Proper Preparation for Active Life. John P. Irish, Cal. Discussed by Wm. E. Sheldon, Boston; Thos. J. Morgan, R. I.; Ira More, Cal.; F. L. Soldan, St. Louis, and others.
1890. Popular Criticisms and their Proper Influence upon School Superintendence. Merrill Gates, N. J.
1891. The Public School and Civil Service Reform. George William Curtis, N. Y.

VIII.—Denominational and other Private Schools.

1889. Should Americans Educate their Children in Denominational Schools? Cardinal Gibbons, Baltimore, Md.; John J. Keane, Washington, D. C.
1889. Has the Denominational School a Proper Place in America? Edwin D. Mead, Boston, Mass.; John Jay, New York.
1890. The State School and the Parish School—Is Union between them Impossible? Archbishop John Ireland, Minn.
1893. Supervision of Private Schools by the State or Municipal Authority. James G. MacKenzie, N. J., with discussion.
1893. Convent Education (in the British Isles).

IX.—Drawing and Industrial Education—Art Education.

1871. Learning to Draw. Henry C. Harden, Mass.
1872. Drawing in Graded Public Schools—What, and How to Teach it. Walter Smith, Mass.
1876. Drawing as an Element in Advanced Industrial Education. C. B. Stetson.
1876. The Industrial Education of Women. Hon. Ezra S. Carr, Cal.
1876. What can be Done to Secure a Large Proportion of Educated Labor among our Producing and Manufacturing Classes? Prof. Wm. C. Russell.
1876. What are the Legitimate Duties of an Agricultural Professor? Prof. E. M. Pendleton, Ga.
1876. Required Adjustments in Scientific Education, with especial reference to Instrumental Drawing as one of its Elements. S. Edward Warren.
1877. Some Reasons why Drawing should be Taught in our Public Schools. L. S. Thompson, Ind.
1877. Relations of the Common School to Industrial Education. S. R. Thompson, Nebr.
1879. Art and Drawing in Education. Walter Smith, Mass.
1880. Normal Training for the Girls' Industrial Schools of Canton of Argau, Switzerland. John Hitz, Washington, D. C.
1881. Industrial Education. E. E. White.
1881. Annual Report of the Secretary of the Industrial Department. S. R. Thompson.
1882. Annual Report of the Secretary of the Industrial Department. S. R. Thompson.
1883. The Teaching of Drawing in Grammar Schools. Walter S. Perry.
1885. Industrial Drawing for Primary Schools. Chas. M. Carter.
1885. Evening Industrial Drawing Schools. Otto Fuchs.
1885. Art Education. Otto Fuchs, Baltimore, Md.
1885. Drawing in Primary and Grammar Schools. Mrs. E. F. Dimmock, Ill.
1885. Drawing in High Schools. Walter S. Perry.
1886. President's Address. W. S. Goodnough,
1886. Relation of Drawing to other Studies. Mrs. Mary D. Hicks, W. S. Perry, Anson R. Cross.
1886. Report of the Art Exhibition.

1887. President's Address. WALTER S. PERRY, Mass.
1887. Drawing in Primary and Grammar Schools. ELIZABETH F. DIMMOCK, Ill.
1887. Drawing in Ungraded Country and Partially Graded Village Schools. WALTER S. GOODNOUGH, Ohio.
1887. Drawing in High Schools. W. S. PERRY, Mass.
1887. Drawing in Normal Schools. M. LOUISE FIELD, Mass.
1887. Drawing in Normal Schools. HARRIET CECIL MAGEE, Wis.
1887. Drawing in Ungraded or Village Schools. Miss E. A. HILLS, Minn.
1887. Drawing in Normal Schools. Report of Miss J. C. LOCKE, Mo.
1887. Drawing, Making, and Color, in Connection with other Studies. MARY D. HICKS, WALTER S. PERRY.
1888. Educational Value of Object Work. L. S. THOMPSON, Ind.
1888. Historic Ornament and Design in Grammar and High Schools. HENRY T. BAILEY, Mass.
1888. Free Industrial Evening Drawing Schools. G. H. BARTLETT, Mass.
1888. Importance of High Aim in Art Education. ALBERT H. MUNSELL, Mass.
1889. Evolution of Systems of Drawing in the United States. L. S. THOMPSON, Jersey City, N. J.
1889. Art Education the True Industrial Education—A Cultivation of Æsthetic Taste of Universal Utility. WM. T. HARRIS, Concord, Mass.
1889. Form Study, and its Application in all Grades below the High School. JESSE H. BROWN, Indianapolis, Ind.
1890. The Moral Value of Art Education. ADA M. MCLAUGHLIN, Minn.
1890. Drawing—a New Method. FRANK ABORN, Ohio.
1891. Art Education in the Public Schools. JAMES MACALISTER, Pa. (Discussion.)
1891. The Highest Office of Drawing. FRANK ABORN, Ohio.
1891. Industrial Education. LEWIS MCLOUTH, S. Dak.
1891. Supervision of Form Study and Drawing in Public Schools. WALTER S. GOODNOUGH, N. Y. (Discussion.)
1891. Color in Nature in Relation to Color in the Schoolroom. W. A. SHERWOOD, Ont.
1891. Should Instruction in Form be based upon Type Solids or upon Miscellaneous Objects? Mrs. MARY DANA HICKS, Mass.
1892. Art Instruction in Normal Schools. ELIZABETH H. PERRY, Mass.
1892. The Study of Drawing as Common School Work. AARON GOVE, Col.
1892. The Aim of Art Instruction. CHRISTINE SULLIVAN, Ohio.
1893. What should be Added to the Essential Branches of the Elementary Course of Study to Meet the Industrial Needs of the Localities? C. M. WOODWARD, Mo.
1893. Drawing from the Flat to Learn the Technique of Representation. HENRY T. BAILEY, Mass.
1893. Importance of the Æsthetic Aim in Elementary Instruction in Drawing. L. W. MILLER, Philadelphia.
1893. Development of Art Instinct. J. WARD STIMSON, N. Y.
1893. Studying Art. E. F. FENOLLOSA, Boston. (Discussion.)
1893. How Pupils should Study and Analyze Works from the Great Masters. ALFRED EMERSON, N. Y.
1893. Methods of Art Education for the Cultivation of Artistic Taste. J. M. HOPPIN, Conn.
1893. Does Art Study Concern the Public Schools? Mrs. MARY DANA HICKS, Boston.
1893. With What should Drawing Begin? JOSEPHINE C. LOCKE, Chicago, with discussion.
1893. Painting and Sculpture. W. M. R. FRENCH, Chicago.
1893. The Self-correcting System of Drawing. ANNIE R. OSBORNE MOORE, England, with discussion.
1893. Should Pupils Draw from the Flat? HELEN BONDY, Austria.

X.—EDUCATION IN PARTICULAR SECTIONS OF OUR COUNTRY.

1872. Educational Lessons of Statistics. Hon. JOHN EATON.
1872. Necessities for Public Instruction in the Gulf States. Hon. JOSEPH HODGSON.
1873. Education in the Southern States. Hon. J. C. GIBBS, Florida.
1875. Public Instruction in Minnesota. W. W. FOLWELL, Minn.
1875. Educational Necessities of the South. LEON TROUSDALE, Tennessee.
1876. The Lacks and Needs of the South Educationally—The Development of her Natural Resources—The Remedy. ALEXANDER HOGG, Texas.
1877. Educational Interests of Texas. RUFUS C. BURLESON.
1884. The New South. ROBERT BINGHAM, North Carolina.
1884. Negro Education—Its Helps and Hindrances. Prof. CROGMAN.
1884. Last Words from the South. A. D. MAYO.
1884. The Educational Outlook in the South. BOOKER T. WASHINGTON.
1884. The Needs of Southern Women. Miss CLARA CONWAY, Memphis, Tenn.
1884. The Education of the Indian. Gen. S. C. ARMSTRONG, Hampton, Va.
1885. Reports on Education at the World's Cotton Exposition, New Orleans, 1884–85.

1886. Education in Louisiana. W. P. JOHNSTON, La.
1889. The First Schools in the Ohio Valley. W. H. VENABLE, Ohio.
1889. The Training of the Teacher in the South. A. D. MAYO.
1889. Educational Progress of the Colored People in the South. JOHN H. BURRUS, Rodney, Miss.
1889. Educational History of the Ohio Valley. W. H. VENABLE, Cincinnati, O.
1889. Educational Progress in the South since 1865. W. A. CANDLER, Oxford, Ga.
1889. The Higher Education of the Colored Race—What has been done—What can be done. W. S. SCARBOROUGH and A. OWEN, Nashville, Tenn.

XI.—EDUCATION IN FOREIGN COUNTRIES.

1874. System of Public Instruction in Ontario. J. GEO. HODGINS, Ontario.
1875. Families—Past and Present. LEWIS FELMERI, Hungary.
1876. Education in Argentine Confederation. SEÑOR DORNA.
1876. Education in Brazil. Dr. DA MOTTA.
1876. Education in Sweden. Dr. MEJENBERG.
1876. Education in Japan. Dr. DAVID MURRAY.
1876. Newspapers in Japan. FUJIMARO TANAKA.
1881. The Lessons of the International Educational Congress at Brussels. W. T. HARRIS.
1882. Education in Alaska. Rev. SHELDON JACKSON.
1891. The Educational System of Ontario. Hon. GEO. W. ROSS, Minister of Education.
1891. A Year in a German Model School. JULIA S. TUTWILER, Ala.
1893. The Present Situation of Education in France. M. GABRIEL COMPAYRÉ, France.
1893. Joseph Peter Varela and the Progress of Education in Uruguay. ALBERTO GOMEZ RUANO, Uruguay.
1893. Present Condition of the Public Schools of Uruguay. ALBERTO GOMEZ RUANO.
1893. Training of Teachers in High Schools in Sweden. EDWARD OSTERBERG, Sweden.
1893. The Study of English Literature in French Universities. ANDRÉ L. CHEVRILLON, France.
1893. The Secondary Education of Girls in France. Mlle. MARIE DUGARD, France.
1893. High Schools for Girls in England. MARY GURNEY and ROSE KINGSLEY, England.
1893. What should Be the Curriculum in Public Schools? Some Aspects of the Question in France. B. BUISSON.
1893. School Savings Banks in France. GUSTAVE LERRURIER, France.
1893. The Public Educational System of Sweden. N. G. W. LAGERSTEDT, Sweden.
1893. Froebel's Educational Principles in England. EMILY A. E. SHIRREFF, London.
1893. The Kindergarten in Austria. Mrs. OTTILIA BONDY, Vienna.
1893. Methods of Training Teachers at the Westminster Training College, England. JOS. H. COWHAM, England, with Discussion.
1893. Historical Development of Normal and Training Schools in France. EUGENE MARTIN, Paris.
1893. The French System of Industrial and Manual Instruction. C. M. WOODWARD, St. Louis. (Discussion.)
1893. English Experience in Providing the Poor of Cities with Parks, Gardens, Gymnasia, and Playgrounds. The EARL OF MEATH, London.
1893. The Royal Central Institute of Gymnastics in Stockholm. L. M. TÖRNGREN, Sweden.
1893. History of Physical Education in Denmark. JOAKIM LARSEN, Copenhagen.
1893. Gymnastics in the Kingdom of Saxony. MORITZ ZETTLER, Saxony.
1893. Educational Journalism in France. GABRIEL COMPAYRÉ.
1893. University Education for Women in England. Mrs. HENRY FAWCETT.
1893. Elementary Education in England. ROSAMOND DAVENPORT-HILL, London.
1893. National Education in Scotland. FLORA C. STEVENSON, Edinburgh.
1893. Women Students in the Scottish Universities. LOUISA STEVENSON, Edinburgh.
1893. Convent Education (in the British Isles).
1893. Women's Education in New Zealand. Mrs. STEADMAN ALDIS.
1893. Educational Work for Women in Australia. LOUISA MACDONALD, Sydney.
1893. Recent Developments of Education for the Women and Girls of India. E. A. MANNING.
1893. English Orphanage and Training School in Bosnia. Miss A. T. IRBY.
1893. Elementary and Secondary Education in Cape Colony, Africa. MAY BENGOUGH.
1893. Public Instruction in Italy. EGISTO ROSSI, Rome.
1893. Needlework in the Public Schools of Stockholm. Mrs. HULDA LUNDIN, Sweden.

XII.—EDUCATION AND CRIME.

1875. Relation and Duties of Educators to Crime. Rev. J. B. BITTINGER, Pa.
1881. Education and Crime. J. P. WICKERSHAM.
1892. The School and the Criminal. L. H. JONES, Ind.
1893. Prevention of Criminal Idleness. EMMA MARWEDEL, Cal.
1893. Physical Training of Criminals. HAMILTON D. WEY, N. Y.

XIII.—Educational Exhibits and Conventions.

1881. Educational Exposition at Madison, Wis. General Report of Committees on the Exhibition of: I. Industrial and Manual Training; II. Art; III. Kindergarten; IV. Special Exhibits; V. State Exhibits. W. T. Harris.
Report of Special Committees: On the Kindergarten Exhibit; on State Exhibits; on Art and Industrial Education; on Special Exhibits.
1885. Reports on Educational Exhibits at the World's Cotton Centennial Exposition, in New Orleans: U. S. Bureau of Education; Industrial Education; Schools of Christian Brothers; Colored People; Foreign Educational Exhibit; Kindergarten Exhibit; Educational.
1889. Report of Committee on Exhibits at the Meeting in Nashville, Tenn.
1890. The American Educational Exhibit at the International Exposition of 1893. John Eaton and others.
1890. Report of the Committee on Exhibits at the Meeting in St. Paul, Minn.; School Exhibits; Manual Training; Form and Color; Drawing; Kindergarten.
1891. Reports of Committee on Exhibits at Toronto, Can.: Kindergarten; Catalogue of Exhibits; Drawing; Color.
1892. Report on the World's Educational Congress. W. T. Harris, Chairman.
1892. Representation of Educational Systems at the World's Exposition. Albert G. Lane, Ill.
1892. The World's Congresses of 1893. C. C. Bonney, Chicago (2).
1892. What should Secondary Schools do to Promote their Interests at the World's Fair? J. L. Halloway.
1892. The Educational Exhibit of the World's Columbian Exposition. Selim H. Peabody.
1892. The World's Educational Congress. W. T. Harris, D. C.

XIV.—Educational Literature—Libraries.

1890. Definition of Educational Literature. W. H. Payne, Tenn.
1890. Value of Educational Literature to Teacher and Student. F. Louis Soldan, Mo.
1890. The Value of Educational Literature to the Student and to the Professional Teacher. W. E. Sheldon, Mass.
1890. The Value of Educational Literature, and its Direct and Indirect Influence upon American Systems of Education. W. R. Garrett, Tenn.
1890. The Teachers' Reading Circle in Education. Mrs. D. Lathrop Williams, Ohio.
1890. Educational Ideas in Dickens's Novels. F. Louis Soldan, Mo.
1892. Literature for Children. Geo. E. Hardy, N. Y.
1892. Literature for Teachers. Hamilton W. Mabie.
1892. The Relations of the Public Library to the Public Schools. W. H. Brett, Ohio.
1892. The Uses of Literature in Elementary Education. Report of Committee of National Council. L. H. Jones, Chairman.
1892. *Same Subject.* Round Table Discussion.
1893. Present Ideals in Educational Journalism. C. C. Rounds, N. H.
1893. Educational Journalism in New England. W. A. Mowry, Mass.
1893. Dr. Barnard's American Journal of Education. Will S. Monroe, Cal.
1893. The Purpose and Reward of Educational Journals. Amos M. Kellogg, N. Y., with discussion.
1893. Educational Journals in New York. C. W. Bardeen, N. Y.
1893. Educational Journalism in Ohio. Samuel Findley.
1893. Educational Journalism in Indiana. George F. Bass, Indianapolis.
1893. School Journalism in Michigan. Henry A. Ford, Detroit.
1893. Educational Journals in Illinois. John W. Cook, Ill.
1893. Educational Journalism in Iowa. Henry Sabin, Ia.
1893. The Educational Papers of Missouri. H. A. Gass, Mo.
1893. Educational Journalism in Utah, Colorado, and Kansas. John MacDonald, Kans.
1893. Educational Journalism in France. Gabriel Compayré.

XV.—Educational Statistics.

1872. Educational Lessons of Statistics. John Eaton.
1885. School Reports. Report of Committee on Education.
1887. Points for Constant Consideration in the Statistics of Education. John Eaton.
1889. What Statistics are to be Collected? J. M. Greenwood, Mo.
1890. School Statistics as a Basis of Legislative or Official Action—What Should be Collected, and How? H. M. La Follette, Ind.
1891. School Statistics. (Discussion.) Report of Committee of National Council.
1892. Report on School Statistics. W. T. Harris, Chairman.

XVI.—Elementary Schools.—Primary Instruction.

1870. Object Lessons—their Value and Place. Delia A. Lathrop, Cincinnati, O.
1870. What is the Proper Work of a Primary School. E. A. Sheldon, N. Y.
1871. First Steps in Teaching Reading. E. E. White, Ohio.
1872. Objective Teaching—its Value and the Extent of its Adaptation to School Instruction. N. A. Calkins, New York.
1873. Leigh's Method of Teaching Reading. Wm. M. Bryant, Burlington, Iowa.
1873. Elementary Reading—the Phonetic Method, with Pronouncing Orthography, in its Relation to other Methods. Dr. Edwin Leigh, N. Y.
1873. Primary Reading—the Thought and Sentence Method. Geo. L. Farnham, N. Y.
1874. Language Lessons in Elementary Schools. Miss H. A. Keeler, Ohio.
1874. What shall we Attempt in Elementary Schools? Mrs. A. C. Martin, N. Y.
1879. The First School Days. Mrs. R. D. Rickoff, Yonkers, N. Y.
1882. Obstacles in the Way of Better Primary Education. H. S. Jones, Erie, Pa.
1883. Primary Education—What and How? Hon. Henry A. Raab, Ill.
1884. Form, Color and Design. Fannie S. Comings, Brooklyn, N. Y.
1884. What Children Know. J. M. Greenwood, Kansas City, Mo.
1884. English Instruction for Children. O. T. Bright, Ill.
1885. Language as an Educator. Z. Richards, Washington, D. C.
1885. True Object of Early School Training. C. E. Meleney, N. J.
1885. Avenues to the Mind. Wm. M. Giffin, N. J.
1885. A New Departure in the Study of Geography. L. R. Klemm, Ohio.
1885. Physics in Common Schools. Charles K. Wead, Mich.
1885. The Child's Environment. Clara Conway, Tenn.
1886. Effects of Alcohol on the Human System. A. C. Boyden, Mass.
1887. Evening Schools. A. P. Marble, Mass.
1887. What shall be Taught the Children? Mary M. Hunt.
1887. The School and the Library. Thos. J. Morgan, R. I.
1888. A Short and Rational Method of Number Work. F. B. Ginn, Cal.
1889. Literature for Children to the Front. Mary E. Burt, Ill.
1889. Discipline in Elementary Schools. Bettie A. Dutton, Cleveland, O.
1890. Essentials in Elementary Education. N. A. Calkins, N. Y.
1890. The Correlation of Subjects in Elementary Programs. J. W. Stearns, Wis.
1890. The Teacher and the Parent. Mrs. Jennie S. M'Lauchlan, Ill.
1891. Kindergarten and the Primary School. W. T. Harris, D. C.
1891. Kindergarten Methods in Intellectual Training. Mrs. J. L. Hughes, Toronto, Ont.
1891. The Organic Connection between the Kindergarten and the Primary School. Miss N. Cropsey, Ind.
1891. Theory Tested by Experience. Miss Anna E. Frederickson, Ind.
1891. Magicians that make a Child's Life Happy or Miserable. Mrs. Louise Pollock, D. C.
1891. Some Things a Kindergartner Should Know. Wm. E. Sheldon, Mass.
1891. The Synthetic Sound System of Teaching Reading. F. B. Gault, Wash.
1891. The Educational Burdens upon the Lower Grades. Miss Abbie Low, Pa.
1891. Voice Culture in Primary and Elementary Schools. Z. Richards, D. C.
1892. Shortening and Enriching the Grammar School Course. Chas. W. Eliot, Mass.
1892. What can be Done to Bring Pupils further on in their Studies before they Leave School to Go to Work? Chas. W. Hill, Mass.
1893. Address on Elementary Education. John Eaton.
1893. Essentials in a Course of Study for Children, with discussion. Joseph L. Pickard, Iowa.
1893. What should be Added to the Elementary Branches? A. P. Marble, Mass.
1893. Why Special Work should be Undertaken in the Elementary School to Prepare the Pupils for the Duties of Citizenship. Wm. A. Mowry, Mass.
1893. The Value of the Elementary School for the Social Virtues and for Training for the Right Exercise of the Duties of Citizens. Miss C. H. Spence, Australia.

XVII.—High Schools, Colleges, University, etc.

1871. Superior Education as Related to Universal Education. Gen. John Eaton.
1871. Modern Mathematics in the College Course. T. H. Safford, Ill.
1872. Methods of Teaching English in the High School. Prof. F. A. March, Penn.
1873. Western University Education. W. G. Eliot, Mo.
1873. Upper Schools. James McCosh, President Princeton College, New Jersey.
1873. National University. Pres. Charles W. Eliot, Harvard College.
1873. Liberal Education of the Nineteenth Century. Prof. W. P. Atkinson, Mass.
1873. Classical Studies. Prof. Edward S. Joynes, Virginia.
1874. The Defense of Classical Studies. J. D. Butler, Wis.
1874. Preparatory Schools for College and University Life. Pres. Noah Porter.

1874. Intermediate (or Upper) Schools. Report by GEO. P. HAYS, Penn.
1874. The Elective System in Colleges. A. P. PEABODY.
1874. The Plan of the University of Virginia. C. S. VENABLE.
1874. Four Years in Vassar College. Prof. JAMES ORTON.
1874. Co-Education of the Sexes in Universities. Prof. J. K. HOSMER.
1875. Military Science and Tactics in our Universities and Colleges. Lieut. A. D. SCHENK, Iowa.
1876. A Notice of the History of the South Carolina College. Prof. W. J. RIVERS, Md.
1876. Position of Modern Languages in Higher Education. Prof. EDW. S. JOYNES.
1876. Position of Modern Mathematical Theories in our Higher Course of Mathematics. Prof. WM. M. THORNTON, Va.
1877. The Relation of the Preparatory and Grammar Schools to College and University. W. R. WEBB, Tenn.
1877. The Place of English in the Higher Education. A. B. STARK, Ky.
1877. The Limit of Education. W. R. GARRETT, Tenn.
1877. The Elective System. WM. LEROY BROUN, Tenn.
1877. The Class System. NOAH PORTER, Yale College.
1877. The Study of English as Introductory to Latin and Greek. THOS. R. PRICE.
1879. The High School Question. J. W. DICKINSON, Mass.
1879. College Dormitories. CHARLES KENDALL, Mich.
1879. Orthography in High Schools, etc. F. A. MARCH, Lafayette College.
1880. Equivalents in a Liberal Course of Study. WM. T. HARRIS.
1880. Scholarships. J. L. PICKARD, Iowa City.
1880. The Importance of Harmonizing the Primary, Secondary, and Collegiate Systems of Education. Dr. JAMES MCCOSH.
1881. The Advancement of Higher Education. H. H. TUCKER, Ga.
1881. The Study of Political Science in Colleges. I. W. ANDREWS, Ohio.
1882. The Place of Original Research in College Education. JOHN H. WRIGHT.
1882. The University—its Place and Work in the American System of Education. ELI T. TAPPAN, Gambier, Ohio.
1882. Is the Prize System, on the whole, the best for Colleges? J. H. CARLISLE, S. C.
1883. The University—How and What (abstract). WILLIAM W. FOLWELL.
1884. The Part which the Study of Language Plays in a Liberal Education. Pres. JOHN BASCOM, Madison, Wis.
1885. The Place and Function of the Academy. REPORT OF COMM.
1885. English in American Schools. E. S. COX, Ohio.
1885. The High Schools and the State. J. E. SEAMAN, La.
1885. The Relation of Secondary Education to the American University Problem. ANDREW F. WEST, N. J.
1885. The Practical Value of a College Education. S. N. FELLOWS, Iowa.
1885. The Higher Education of Women. COMMITTEE REPORT.
1886. The College Curriculum. WM. A. MOWRY, Mass.
1886. Colleges North and South. J. D. DREHER, Va.
1887. The Ministration of Literature. MINNIE C. CLARK.
1887. Union of Oral and Book Teaching in the Several Grades. Mrs. S. N. WILLIAMS, Ky.
1887. The Order and Relation of Studies in the High School Course. SAMUEL THURBER, Mass.
1887. The Claims of the Classics. A. F. NIGHTINGALE, Ill.
1887. Relations of the University to Public Education. JAMES B. ANGEL, Mich.
1887. The Relation of the Christian College. Rev. JAMES W. STRONG, Minn.
1887. Relations of Higher Technological Schools to the Public System of Instruction. Rev. JAMES L. HOPKINS, Ga.
1887. Relation of University, College, and Higher Schools to the Public System of Instruction. T. H. MCBRIDE, Iowa.
1887. The Means and Ends of Culture to be Provided for the American Public beyond the Ordinary School Period. Dr. J. H. VINCENT, N. Y.
1887. The Place of Literature in the College Course. HOMER B. SPRAGUE.
1888. Greek Philosophy and Modern Education. LEROY D. BROWN.
1888. Philosophy in Colleges and Universities. W. T. HARRIS.
1888. Historical Sketch of Higher Education on the Pacific Coast. WM. CAREY JONES.
1888. Higher Education. HORATIO STEBBINS.
1888. The State University and Public High Schools. A. L. COOK, Cal.
1888. Higher Instruction on the Pacific Coast. C. C. STRATTON, Cal.
1888. The Place of Literature in Common School Education. HORACE E. SCUDDER.
1888. The Application of Arithmetic to Physical Science. WALTER MCNAB MILLER.
1888. Scientific Methods in Teaching Geography. C. F. PALMER.
1888. Teaching English. J. B. MCCHESNEY, Oakland, Cal.
1888. Educating the Whole Boy. J. W. MACDONALD, Mass.

1889. Literature for High Schools. MINNIE C. CLARK, Kansas City, Mo.
1889. Honorary Degrees as Conferred by American Colleges. CHARLES F. SMITH, Tenn.
1889. A National University. WM. A. MOWRY, Boston, Mass.
1889. The Opportunities of the Rural Population for Higher Education. J. H. CANFIELD, Lawrence, Kans.
1889. The High School and the Citizen. H. C. MISSIMER, Erie, Pa.
1889. Uniform Course of Study for High Schools. E. W. COY, Cincinnati, O.; HENRY C. KING, Oberlin, O.
1889. The High School. A. F. NIGHTINGALE, Ill.
1890. The Gap between Elementary Schools and the Colleges. CHAS. W. ELIOT, Mass.
1890. Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades. C. W. BARDEEN, N. Y.
1890. High School as a Fitting School. A. F. BECHDOLT, Minn.
1890. The Place and Function of the Agricultural College. D. L. KIEHLE, Minn.
1890. The Place and Function of the Agricultural College. LEWIS MCLOUTH, S. Dak.
1890. Co-Education of the Sexes. JOHN HANCOCK, Ohio.
1890. What have the People a Right to Ask from the Colleges? CHARLES A. BLANCHARD, Ill.
1890. The Demands of the High Schools for Severance from the College and the University. J. W. JOHNSON, Miss.
1890. The High School as a Finishing School. JAMES H. BAKER, Col.
1890. Art Instruction in the High School: its Utility and Value. Miss CHRISTINE SULLIVAN, Ohio.
1890. The High School as a Factor in Mass Education. E. A. STEERE, Mont.
1890. The Purpose and Scope of History in the High School. W. M. WEST, Minn.
1890. High School Work in Drawing. Miss RHODA E. SELLECK, Ind.
1890. College Education and Professional Life. J. C. HUTCHINSON, Ill.
1890. Uniform Requirements for Admission. H. A. FISCHER, Ill.
1890. Shorter College Courses to Meet a Popular Demand. H. L. STETSON, Iowa.
1890. Defects in College Discipline. RUFUS C. BURLESON, Texas.
1890. The Relation of the College to the Morals of the Student. M. D. HORNBECK, Ill.
1890. College Fraternities: Their Influence and Control. J. T. MCFARLAND, Iowa.
1890. Co-operative Government. M. C. FERNALD, Me.
1890. University and School Extension. W. T. HARRIS, D. C.
1891. Military Education in the United States. ALLEN ALLENSWORTH, N. Mex.
1891. Uniformity in Requirements for Admission to College. (Discussion.) REPORT OF COMMITTEE OF NATIONAL COUNCIL.
1891. Universities and Schools. OSCAR H. COOPER, Texas. (Discussion.)
1891. The Future High School. FRANK E. PLUMMER, Iowa.
1891. How English is Taught in one High School. RAY GREENE HULING, Mass.
1891. Geometry in Our Schools. Miss MATILDA T. KARNES, N. Y.
1891. The Province of the Western High School. L. H. AUSTIN, Nebr.
1891. Should the College Course be Shortened? JOHN M. COULTER, Ind.
1892. Relation of Undergraduate to Postgraduate Curricula. WM. PEPPER, Penn.
1892. University Education. RICHARD H. JESSE, Mo.
1892. High School Extension, or Supplementary Work. F. E. PLUMMER.
1892. Rhetoric and Public Speaking in the American College. HENRY ALLYN FRINK, Mass.
1892. The University in its Relation to the People. ELMER E. BROWN, Mich.
1893. Legal Education in the United States. L. DIMSCHA, Russia.
1893. Higher Education. Address by D. C. GILMAN, Baltimore.
1893. How far is it Desirable that Universities should be of One Type? MARTIN KELLOGG, Cal.
1893. The Division of Labor in the University. GIUSEPPE ALLIEVO, Italy.
1893. Should an Antecedent Liberal Education be Required of Students in Law, Medicine, and Theology? WOODROW WILSON, N. J.
1893. Should Greek be Required for the Degree of Bachelor of Arts? W. G. HALE, Chicago, with letters from prominent educators and discussion.
1893. What Signs of Improvement are Visible in the Undergraduate Life of American Students? BRADFORD PAUL RAYMOND, Conn.
1893. The Relation of Professional Schools to the University. SETH LOW, N. Y.
1893. The Evolution of Liberal Education. ANDREW F. WEST, N. J.
1893. On What Conditions should the Degree of Doctor of Philosophy be Given? WM. O. SPROULL, Cincinnati.
1893. The Relation of Our Colleges and Universities to the Advancement of Our Civilization. JOHN J. KEANE, D. C.
1893. The Course of Study in Secondary Schools. G. N. CARMAN, Chicago.
1893. The Secondary Education of Girls in France. MARIE DUGARD.
1893. High Schools for Girls in England. MARY GURNEY and ROSE KINGSLEY.

XVIII.—Kindergarten.

1872. Adaptation of Frœbel's System of Education to American Institutions. W. N. Hailmann. Ky.
1873. Frœbel's System of Education—What it is—How it can be introduced into Public Schools. J. W. Dickinson, Mass.
1876. Characteristics of Frœbel's Methods. Mme. Kraus-Boelte, New York.
1877. The Kindergarten. John Kraus.
1877. The Kindergarten and the Mission of Women. Mme. Kraus-Boelte.
1879. Relations of the Kindergarten to the School. W. T. Harris, Mo.
1880. From Pestalozzi to Frœbel. W. N. Hailmann, Mich.
1880. Modeling in Public Schools and in the Kindergarten. Edward A. Spring, N. J.
1881. Kindergarten. Mrs. Louisa Pollok, Washington, D. C.
1885. Kindergarten in the Mother's Work. Mrs. Elizabeth P. Bond, Mass.
1885. Relation of the Kindergarten to the Primary School. John W. Dickinson, Mass.
1885. Some Essentials of the Kindergarten. Mrs. Eudora Hailmann, Ind.
1886. Application of Frœbel's Educational Principles. W. N. Hailmann.
1886. Necessary External Conditions. Miss Vinna Warr, Iowa.
1886. Course of Study: Proper Limits and Divisions. H. M. James, Nebr.
1886. Course of Study: Order of Subjects. Miss Mary B. Phillips, Ill.
1887. Value of Kindergarten Training in Normal Schools. Miss Clara A. Burr, N. Y.
1887. Application of Frœbel's Principles to the Primary Schools. Miss Kate L. Brown, N. Y.
1887. Kindergarten in the Education of the Blind. Miss Eleanor Beebe, Ky.
1888. Brief Résumé of Kindergarten Growth. Sarah B. Cooper, Cal.
1888. Educational Value of the Beautiful. N. C. Schauffer, Penn.
1888. An Ideal Professional Training School for Kindergartners. C. H. McGrew, Cal.
1889. The Kindergarten Methods Contrasted with the Methods of the American Primary School. William T. Harris, Mass.
1889. The Relation of the Kindergarten to Motherhood. Mrs. Sarah B. Cooper, Cal.
1889. The Principles and Methods of Educating Our Girls for Parenthood. Mrs. Eudora L. Hailmann, Laporte, Ind.
1889. Frœbel's Message to Parents. Mrs. Alice H. Putnam, Englewood, Ill.
1889. Story-Telling in the Kindergarten. Nora A. Smith.
1890. The Effects of Kindergarten Training on the Primary School. Irwin Shepard, Minn.
1890. The Kindergarten Work and Mission, from the Standpoint of an Outside Observer. Helen E. Starrett, Ill.
1890. Schoolishness in the Kindergarten. W. N. Hailmann, Ind.
1890. They Have Eyes and Ears. Lucy F. Wheelock, Mass.
1890. The Letter Killeth. Anna E. Bryan, Ky.
1892. Ethical Culture in the Kindergarten. Irwin Shepard, Minn.
1892. The Duty of the State in Relation to the Kindergarten. A. S. Draper, Ohio.
1892. Symbolic Education as Illustrated in the "Mutter und Kose Lieder." Laura Fisher, Mo.
1892. The Artistic Simplicity of Child Work. Amalie Hofer, N. Y.
1892. Songs, Morning Talks, and Stories. E. Poulsson, Mass.
1892. The Relation of the Kindergarten to Manual Training. Caroline T. Haven.
1893. Shall Reading and Writing Be Taught in the Kindergarten? Alice H. Putnam, Chicago.
1893. Changes in Kindergarten Plays and Games. Sarah A. Stewart, Pa.
1893. The Song in the Kindergarten. Constance Mackenzie, Pa.
1893. The Organic Union of Kindergarten and Primary School. Mrs. Sarah B. Cooper, Cal.
1893. Modifications in the Primary School to Adapt it to Continue the Work of the Kindergarten. B. Pickmann, D. C. (Discussion.)
1893. Preparation of the Kindergartner. Mrs. Louisa Parsons Hopkins, Mass.
1893. Kindergarten as a Basis for Life. Frau Henrietta Shrader, Berlin.
1893. Story-telling in the Kindergarten. Mary T. Hotchkiss, Wis.
1893. To What Extent is the Use of Symbolism Justifiable in the Kindergarten? Earle Barnes, Cal.
1893. *Same subject.* Mrs. Eudora L. Hailmann, Ind.
1893. The Real Nature of Education. Hermann Poesche, Berlin.
1893. Frœbel's Educational Principles in England. Emily A. E. Shirreff, London.
1893. The Kindergarten in Austria. Mrs. Ottilia Bondy, Vienna.

XIX.—Manual Training.—Technical Education.

1876. The Political Economy of Higher and Technical Education. Hon. H. A. M. Henderson, Ky.
1876. What Can Be Done to Secure a Larger Proportion of Educated Labor among our Producing and Manufacturing Classes? Prof. William C. Russell, Cornell University.
1876. What are the Legitimate Duties of an Agricultural Professor? Prof. E. M. Pendleton, Ga.
1877. Systematic Manual Labor in Industrial Schools. Prof. George T. Fairchild.
1877. The Russian System of Mechanical Art Education. J. D. Runkle.

1877. The Relation of Manual Labor to Technological Training. CHARLES O. THOMPSON, Mass.
1879. Educated Labor. Prof. L. S. THOMPSON, Indiana.
1879. Beginning of Industrial Education. Hon. M. A. NEWELL, Md.
1879. The Use of Modeling in Education. EDWARD A. SPRING, N. J.
1879. Industrial Education, or the Equal Cultivation of the Head, the Heart, and the Hand. ALEXANDER HOGG, Tex.
1879. Destitute Children. JOHN HITZ, Washington, D. C.
1880. Technical Training in American Schools. E. E. WHITE, Ind.
1880. Technical Instruction in Land Grant Colleges. J. M. GREGORY, Ill.
1881. Decay of Apprenticeships—Its Causes and Remedies. L. S. THOMPSON.
1882. Man the Machine, or Man the Inventor; Which? JOHN W. GLENN, Ga.
1882. The National Industrial College—Its History, Work, and Ethics. E. E. WHITE.
1882. The Function of an American Manual Training School. C. M. WOODWARD.
1882. Dexterity before Skill. GEO. T. FAIRCHILD.
1883. Manual Training. C. M. WOODWARD, Mo.
1883. The Moral Influence of Manual Training. Dr. J. R. BUCHANAN.
1884. A Layman's View of Manual Training. Col. AUGUSTUS JACOBSON.
1884. Technical and Art Education in Public Schools as Elements of Culture. FELIX ADLER, New York.
1884. Handwork in the School. JOHN M. ORDWAY.
1885. The Apprentice Question and Industrial Schools. THOS. HAMPSON, Washington, D. C,
1885. Educational Value of Manual Training. CHAS. H. HAMM, Ill.
1885. Outline of Technical Work for a Manual Training School. WILLIAM F. M. GOSS, Ind.
1886. Technical Education for Girls. REPORT.
1886. Technological Education. REPORT.
1887. Educational Exposition, Chicago. GEORGE P. BROWN, Ill.
1887. Manual Education in Urban Communities. F. A. WALKER, Mass.
1887. Kinds of Schools to be Introduced, and Practical Methods of Instruction. (Discussion.) Miss L. A. FAY, Mass.
1888. The True American Idea of Labor. W. N. ACKLEY, R. I.
1888. Some Limitations in Industrial Training. G. T. FAIRCHILD, Kans.
1888. Progress of Industrial Training during the year. R. S. THOMPSON, Penn.
1888. The Relation of Industrial to Intellectual and Moral Training in Public Schools. Z. RICHARDS, Washington, D. C.
1888. Educational Power of Industrial Training. T. O. CRAWFORD, Cal.
1888. Relation of Manual Training to Technical. C. M. WOODWARD, Mo.
1888. Where should General Education end and Special Education begin? J. M. GREENWOOD, Kansas City, Mo.
1889. Manual Training. The Results in the St. Louis School. C. M. WOODWARD.
1889. Value of Tool Work as Related to the Active Pursuits in which Pupils may Subsequently Engage. S. H. PEABODY, Champaign, Ill.
1889. To what extent may Manual Training be Introduced at this Time into the Public Schools? HENRY A. WISE, Baltimore, Md.
1889. The Intellectual Value of Tool-Work. WM. T. HARRIS, Mass.
1889. Educational Value of Manual Training. G. P. BROWN, Ill.
1889. The Effect of Tool-Work upon the Usefulness of the Schools. E. E. WHITE, Ohio.
1890. Manual Training in Primary Classes. N. A. CALKINS, N. Y.
1890. Manual Training in the Elementary School. W. N. HAILMANN, Ind.
1890. Manual Training in Grammar Schools. JOHN E. BRADLEY, Minn.
1890. Influence of Manual Training in Elementary Schools. H. M. JAMES, Nebr.
1890. Report upon Classification, Nomenclature, and Practical Details of Manual Training. C. M. WOODWARD, Mo.
1891. Manual Training and its Place in the Educational System of Ontario. N. WOLVERTON, Ont.
1891. The Teacher of Tool Work. C. M. WOODWARD, Mo.
1891. Address of the President of the Art Department. Mrs. HANNAH JOHNSON CARTER, N. Y.
1891. The Conditions Underlying Art Education in European and American Schools. WALTER S. PERRY, N. Y.
1892. Education as Affected by Manual Training. HENRY M. LEIPZIGER, N. Y.
1892. Manual Training from the Kindergarten to the High School. CHAS. A. BENNETT, N. Y.
1892. Sloyd as an Educational Subject. J. H. TRYBOM, Mass.
1892. Manual Training in New York City Schools. PAUL HOFFMAN, N. Y.
1892. The Influence of Manual Training on Habits of Thought. JOHN E. BRADLEY, Minn.
1892. Manual Training between the Employments of the Kindergarten and those of the Tool Laboratories of the Grammar Schools. W. B. POWELL, D. C.
1893. Address of FRANCIS A. WALKER, Boston (treating of the questions in technological instruction that press for consideration).

1893. Technological Schools: Their Purpose and its Accomplishment. ROBERT H. THURSTON, N. Y., with discussion.
1893. Training for Scientific Professions. JOHN M. ORDWAY, New Orleans.
1893. Educational Value of Exact Measurement. ALFRED M. MAYER, N. J.
1893. The Educational Value of Applied Mathematics, including Engineering. F. R. HUTTON, N. Y., with discussion.
1893. Shop Work and Drawing as Means of Developing Slow Pupils. R. H. RICHARDS, Boston.
1893. The Educational Process of Training an Engineer. G. LANZA, Boston, with discussion.
1893. The Educational Value of Applied Mathematics and Engineering. HENRY T. EDDY, Ind., with discussion.
1893. New Demands upon Schools by the World's Industries. C. M. WOODWARD, St. Louis.
1893. Sloyd for Elementary Schools Contrasted with the Russian System of Manual Training. GUSTAF LARSSON, Boston, with Discussion by E. KOVALEVSKY, of Russia, and others.
1893. Industrial and Manual Training in the School Course. W. B. POWELL, D. C., with discussion.
1893. The French System of Industrial and Manual Instruction. C. M. WOODWARD, St. Louis. (Discussion.)
1893. Needlework in the Public Schools of Stockholm. Mrs. HULDA LUNDIN, Sweden.

XX.—METHODS, PHILOSOPHY OF, ETC.

1871. Philosophy of Methods. JOHN W. ARMSTRONG, Fredonia, N. Y.
1873. Elementary and Scientific Knowledge. J. W. DICKINSON, Mass.
1873. Relative Contribution of Scholarship and Methods to the Power of the Teacher. H. B. BUCKHAM, Buffalo, N. Y.
1874. Method and Manner. Prof. F. L. SOLDAN, Mo.
1876. What may Schools do to Form Right Habits of Thought and Study in their Pupils. C. A. MOREY, Minn.
1876. What is a School, etc. Dr. J. H. HOOSE, Cortland, N. Y.
1876. The Relation of the Teacher to the Reforms of the Day. Miss FRANCES E. WILLARD.
1876. Personal and Acquired Gifts of Teaching. H. B. BUCKHAM, N. Y.
1879. The Historical Method in the Teaching of English. JAMES M. GARNETT, Md.
1880. The Dominion of Nature and Art in the Process of Instruction. WM. H. PAYNE.
1880. Results of Methods of Teaching. J. W. DICKINSON, Mass.
1881. The Teacher's Work in the Development of Mental and Moral Power. N. A. CALKINS, New York.
1881. The Philosophy of Illustration. J. J. BURNS, Dayton, O.
1882. Oral Instruction. LARKIN DUNTON, Boston, Mass.
1884. The Constant in Education. B. A. HINSDALE, Ohio.
1884. Method in Teaching. JOHN W. DICKINSON, Mass.
1885. Method of Pedagogical Inquiry. WILLIAM T. HARRIS.
1885. Pedagogical Inquiry. G. STANLEY HALL.
1886. Principles of Method. Miss AGNES I. ROUNDS, N. H.
1889. The Recitation. GEORGE HOWLAND, Chicago, Ill.
1889. Methods of Study in English. M. W. SMITH, Ohio.
1890. Common School Branches from a Professional Point of View. Miss ISABEL LAWRENCE, Minn.
1890. The Training of the Executive Powers. JAMES L. HUGHES, Ont.
1890. Organization and System *versus* Originality and Individuality on the part of the Teacher and Pupil. HENRY SABIN, Iowa.
1891. Necessity and Means of Developing Individuality. SAM. B. TODD, Kan.
1892. Undesirable and Desirable Uniformity in Schools. CHAS. W. ELIOT, Mass.
1892. The Harmony between Control and Spontaneity. J. L. HUGHES, Ontario.
1892. The Organization of American Education. W. D. HYDE, Me.
1892. Individualization by Grouping. JULIA S. TUTWILER, Ala.
1893. The Relation between Educational Methods and Educational Ends. JOHN J. KEANE, D. C.
1893. Adaptation of Methods of Instruction to the Special Conditions of the Child. (Discussion.)
1893. The Use of Magic Lanterns in Schools. GUSTAVE SERRURIER, France.

XXI.—MORAL EDUCATION.

1871. What Moral Uses may a Recitation be made to Subserve? A. KIRK, Ill.
1872. Methods of Moral Instruction in Common Schools. A. D. MAYO, Ohio.
1875. Full-Orbed Education. Dr. J. R. BUCHANAN, Ky.
1875. What shall we do with the Boys? J. L. PICKARD, Ill.
1876. Moral Elements in Primary Education. Hon: W. H. RUFFNER, Va.
1877. Moral Training. R. H. RIVERS, Tenn.
1880. Object Lessons in Moral Instruction in the Common School. A. D. MAYO
1880. How can Character be Symmetrically Developed. ELLEN HYDE, Mass.
1881. Moral and Literary Training in the Public Schools. JOHN B. PEASLEE, Ohio.

1883. Education of the Heart. HENRY H. FICK.
1885. The Public Schools and Morality. J. W. STEARNS, Wis.
1886. Scientific Temperance Instruction. Mrs. J. ELLEN FOSTER, Iowa.
1886. Educational Cure of Mormonism. A. E. WINSHIP, Mass.
1886. Moral Training in the Public Schools. E. E. WHITE, Ohio.
1887. Religious Motives and Sanctions in Moral Training. ROBERT ALLYN, Ill.
1888. Moral Training to be combined with Industrial and Intellectual. Z. RICHARDS.
1890. The White Cross Movement in Education. FRANCES E. WILLARD, Ill.
1890. The Spiritual Element in Education. E. F. BARTHOLOMEW, Ill.
1891. A Basis for Ethical Training in Elementary Schools. CHARLES DAGARMO, Pa.
1891. The Education of Girls. ROBERT ALLYN, Ill.
1892. Ethical Culture in Elementary and Secondary Schools. Mrs. DELIA LATHROP WILLIAMS, Ohio.
1892. Ethical Culture in the College and University. JAS. H. CANFIELD, Nebr.
1892. Moral Training in Elementary Schools. Z. RICHARDS, D. C.
1892. The Economic Causes of Modern Progress. Prof. PATTEN, Pa.
1892. Practical Culture of the Moral Virtues. Report of Committee of the National Council. JOSEPH BALDWIN, Tex., Chairman.
1893. School Savings Banks in the United States. J. H. THIRY, N. Y.
1893. Religion in the School. E. E. WHITE, Ohio, with discussion,
1893. Confucius and his Educational Ideas. HIDESABURO EUDS, Japan.

XXII.—MUSIC IN PUBLIC SCHOOLS.

1870. A Plea for Vocal Music in Public Schools. EBEN TOURJEE, Mass.
1870. Vocal Music in Normal Schools. G. B. LOOMIS, Ind.
1884. Methods of Teaching Music. H. E. HOLT.
1885. President's Address. DAVID B. HAGAR.
1885. Vocal Music in the Public Schools. T. H. BRAND.
1885. Tonic Sol Fa System. THEO. F. SEWARD, N. Y.
1885. Elementary Vocal Music in Primary Grades. B. JEPSON, Conn.
1885. Methods of Teaching Vocal Music. H. E. HOLT, Mass.
1885. Relative Importance of Song-Singing and the Reading of Music. O. BLACKMAN.
1887. What has been done in Public Schools for and with Vocal Music? O. S. WESTCOTT, Ill.
1887. Shall the State teach Music? THOS. J. MORGAN, R. I.
1887. Voice Training and Singing. F. W. ROOT, Ill.
1887. Educational Value of the Tonic Sol Fa Method. D. BACHELOR, Pa.
1887. Fervent Voice—Its Nature and Reflex Influence. WM. L. TOMLINS, Ill.
1888. President's Address. N. COE STEWART, Ohio.
1888. The Tonic Sol Fa System. S. MCBURNEY, Cal.
1888. Aids in Elementary Music Teaching. W. F. HEATH, Ind.
1888. Some Helpful Things I have Learned from my Experience in Teaching Music. Mrs. M. E. BRAND, Wis.
1888. The Use of Accent to Young People; and the Use of Time-Language. HERBERT GRIGGS, Col.
1888. Elementary Music in Public Schools. J. H. ELWOOD, Cal.
1888. What can Superintendents do to advance Proper Musical Instruction. L. W. DAY, Ohio.
1889. Department of Music. Address of the President. N. COE STEWART.
1889. The Province of Music in Education. WM. A. MOWRY, Boston, Mass.
1889. The Relation of Music Instruction to our Educational System. W. E. WINSHIP, Boston, Mass.
1889. Music in the Public Schools, From the Music Director's Standpoint. O. E. MCFADON, Minneapolis, Minn.
1890. Old Methods of Teaching Music. HERBERT GRIGGS, Col.
1890. Music as a Factor in Education. MARGARET MORRIS, Ohio.
1890. Value of the Tonic Sol-Fa Notation. ROBERT BEGGS, Col.
1891. Department of Music. Address of the President. HERBERT GRIGGS, Col.
1891. The Growth of Music among the People. EDGAR O. SILVER, Mass.
1891. Methods of Teaching Music. A. T. CRINGAN, Ont.
1891. The Study of Music in its Relation to Mental Development. S. H. PRESTON, Ont.
1892. The Value of Music in Public Education as a Means of Discipline and Culture. GEO. C. YOUNG, Kans.
1892. Music in Public Schools: What it Is, and What it Ought to Be. A. J. GANTVOORT, Ohio.
1892. Music in Public Education, and some Elements Essential to its Success. PHILIP C. HAYDEN, Ill.
1892. Methods and Devices in Teaching Public School Music. B. JEPSON, Conn.
1893. Learning to Read Musical Notation. CHAS. H. GREENE, Ill.
1893. Physiology and Hygiene of the Vocal Organs. JOHN HOWARD, N. Y.
1893. The Qualifications of a Teacher of Vocal Music. Discussion.
1893. The Vocal Teacher's Use of some Instrument. Discussion.

1893. The Functions of Teachers of Vocal Music. J. E. LIGHTNER, Pa., with discussion.
1893. Systems of Musical Notation. Discussion.
1893. What Pupils, if Any, should be Excused from the Musical Exercises of the Schoolroom? (Discussion.)

XXIII.—NATURAL HISTORY, PHYSICAL SCIENCE, ETC.

1870. The Human Body, a Subject of Study for the Teacher. J. L. PICKARD, Ill.
1872. Natural History in Education. Prof. SHALER, Harvard.
1872. The Scope and Method of Physical Science in Common Schools. C. O. THOMPSON, Mass.
1874. Science in Common Schools. J. W. ARMSTRONG, N. Y.
1881. An Evening in Wonderland. WM. I. MARSHALL, Mass.
1890. Geology in Early Education. ALEXANDER WINCHELL, Mich.
1890. Science-Training in Primary and Grammar Grades. GUSTAVE GUTTENBERG, Pa.
1891. Natural Science for the Common Schools. WILBUR S. JACKMAN, Ill. (Discussion.)
1892. The Natural Sciences in Elementary Education. S. G. WILLIAMS.

XXIV.—NATIONAL AID TO EDUCATION.

1871. How Far may the State Provide for the Education of her Children at Public Cost? Hon. NEWTON BATEMAN, Ill.
1871. National Aid to Education in the South. Gen. JOHN EATON.
1873. Relation of General Government to Education. Prof. G. W. ATHERTON, N. J.
1874. A National University. J. W. HOYT, Wis. (Review of a paper read at Elmira, N. Y., by CHARLES W. ELIOT.)
1874. National Endowments for Schools for Scientific and Technical Training. J. K. PATTERSON, Ky.
1874. A National University. ANDREW D. WHITE, Cornell University.
1874. A Paper on a National University. WM. T. HARRIS, Mo.
1882. Annual Report of the National Educational Association. THOMAS W. BICKNELL.
1882. National Aid to Education. A. D. MAYO.
1882. National Aid to Education. J. L. M. CURRY.
1882. National Aid to Education, from a Northern Standpoint. Hon. DEXTER A. HAWKINS, N. Y.
1883. What has been Done for Education by the Government of the United States? Hon. JOHN EATON.
1884. The Supplementing of the War. ALBERT SALISBURY.
1889. A National University. WILLIAM A. MOWRY, Mass.
1891. A Plea for State and National Aid in Industrial Education. B. F. HOOD, S. Dak.

XXV.—NATIONAL EDUCATIONAL ASSOCIATION.

1891. Historical Sketch of the National Educational Association. Z. RICHARDS, D. C.
1891. National Educational Association: its Organization and Functions. WM. T. HARRIS. (Discussion.)

XXVI.—NORMAL SCHOOLS AND THE TRAINING OF TEACHERS.

1870. Report on a Course of Study for Normal Schools. W. F. PHELPS, Minn.
1871. The Normal School Problem. J. W. PHILBRICK, Mass.
1871. Principles and Methods in a Normal Course. JOHN W. ARMSTRONG, N. Y.
1871. Model Schools in Connection with Normal Schools. RICHARD EDWARDS, Ill.
1872. System of Normal Training Schools best adapted to the wants of our People. W. F. PHELPS, Minn.
1872. The Proper Work of Normal Schools. J. C. GREENOUGH, R. I.
1872. Practice Schools—their Uses and their Relation to Normal Training. Miss J. H. STICKNEY, Mass.
1872. The American Normal School. ANNA C. BRACKETT, N. Y.
1872. Professional Instruction in Normal Schools. T. W. HARVEY, Ohio.
1872. Relation between Matter and Method in Normal Instruction. GEO. P. BEARD, Mo.
1872. Normal School Work among Freedmen. Gen. S. C. ARMSTRONG.
1873. Training Schools—their Place in Normal School Work. Miss DELIA A. LATHROP.
1873. Duties and Dangers of Normal Schools. RICHARD EDWARDS, Ill.
1874. Training Schools in Connection with Normal Schools. J. C. GREENOUGH, R. I.
1874. What Constitutes a Consistent Course of Study for Normal Schools? JOHN OGDEN, Ohio.
1874. Special Work of Normal Schools to entitle them to be called Professional. LARKIN DUNTON, Boston.
1875. Professional Training of Teachers. DELIA A. LATHROP, Ohio.
1876. Normal Schools in the United States—their Past, Present, and Future. RICHARD EDWARDS, Ill.
1876. Centennial Thoughts on Normal Schools. EDWARD BROOKS, Pa.
1876. A Professional Course of Study for Normal Schools. JOHN OGDEN, Ohio.
1877. Range and Limits of Normal School Work. E. C. HEWETT, Ill.

1877. Common School Studies in Normal Schools. J. C. Greenough.
1877. Attacks on Normal Schools. C. C. Rounds, N. H.
1877. A few Queries Concerning some of the Details of Normal School Work. S. H. White, Ill.
1879. Professional Degrees for Teachers. J. C. Gilchist, Iowa.
1879. Professional Instruction in Normal Schools. Lewis McLouth, Mich.
1880. Normal Departments in State Universities. Grace C. Bibb.
1880. Instruction in Subject-Matter a Legitimate Part of Normal School Work. G. L. Osborne, Mo.
1880. Some of the Obstructions, Natural and Interposed, that Resist the Formation and Growth of the Pedagogic Profession. G. P. Brown, Ind.
1881. The Necessity of a Normal School in a Public System of Instruction. Jerome Allen, Minn.
1881. What Constitutes a Normal School? J. C. Gilchist, Iowa.
1881. The True Normal Training for Country Teachers. T. C. H. Vance, Ky.
1882. The Place of a Normal School in the Educational System. Hon. D. H. Kiehle.
1883. The Place and Function of the Model School. Charles De Garmo.
1883. The Normal School Problem and the Problem of the Schools. H. H. Straight.
1883. The Function of the Normal School. E. C. Hewett.
1884. Normal Schools—their Necessity and Growth. Thos. Hunter, N. Y.
1885. Practice Schools in Connection with Normal Schools. C. C. Rounds.
1885. Teaching as a Business for Men. C. W. Bardeen, N. Y.
1885. Function of the Normal School in our Educational System. Edward E. Sheib, La.
1886. Distinctive Principles of Normal School Work. A. G. Boyden, Mass.
1886. Organization, Courses of Study and Methods of Instruction. A. R. Taylor, Kans.
1887. Method of Instruction in the Normal Schools of the U. S. Thos. F. Gray, Minn.
1887. The German System of Normal Schools. Chas. De Garmo, Ill.
1887. Psychology in Normal Schools. G. S. Albee, Wis.
1887. Teachers' Institutes. Report of Committee on Normal Schools.
1888. Normal Training for Teaching of Elementary Schools. Kate N. T. Tupper, Oregon.
1888. Relation of the High School to the Training School. Olive A. Evers, Minn.
1888. The Normal School Problem. S. S. Parr, Ind
1888. The Distinctive Work of the Normal School. Joseph Baldwin, Texas.
1888. The Subject Matter for the Normal School. Lucy M. Washburne, Cal.; Cyrus W. Hodgin, Ind.
1888. The Training School as an Adjunct of the Normal School. C. H. Allen, Cal.
1888. The Relation of the Normal School to the Academic Schools. Thos. H. Kirke, Wis.
1889. Report of "Chicago Committee" on Methods of Instruction and Courses of Study in Normal Schools. T. J. Gray, St. Cloud, Minn.
1889. Normal School Work among the Colored People. B. T. Washington, Tuskegee, Ala., and Albert Salisbury, Whitewater, Wis.
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CHAPTER IV.

THE EDUCATION OF THE NEGRO—ITS CHARACTER AND FACILITIES.

Though the possibility and the necessity of educating the negro population of the United States have been very thoroughly discussed by legislative and philanthropic bodies and the periodical press, nevertheless there seems wanting a systematic and detailed statement of the facilities for the instruction of colored persons within the Union and of the more general features which characterize their school life. In supplying and in systematizing a body of facts of this description for those interested in or wishing to generalize upon the matter, it will suffice merely to mention its far more interesting and important side.

An attempt is being made to educate a people as a body whose great grandparents were African savages or plantation slaves. This people, if uneducated, is hopelessly at the mercy of a race far more enlightened and numerous than itself, and, if educated, must struggle for existence beside this same more powerful race from which it is unmistakably differentiated on the moral side by the hundreds of years of disciplining freedom it has yet to undergo, and the absence of self-effectuation and self-restraint, qualities freedom entails, while on the physical side it is still more unmistakably differentiated by the color of its skin. To a people thus lightly ballasted with independent social experience and racial prestige it is apt to seem that everything is a matter of language, and that the ability to talk effectively is an open sesame to every avenue of wealth, power, and consideration enjoyed by the dominant race, and that success in those avenues is obtained by the verbiage of sophistry rather than by patient foresight, and skillful energy.[1] But by those who wish to secure what sanguinary battles and constitutional amendments can not secure, that is to say, the abolition of the slavery of ignorance, far different ideas are held. While the State has endeavored to do its duty, a warmer effort was long ago inaugurated by the missionary enthusiasm of the Christian, and the boundless optimism of the man of commerce, to educate teachers for the schools and ministers for the pulpits of the colored people of the South in order that through their efforts the problems of real life might be comprehended by the descendants of the physically emancipated masses now located in that portion of the Union.[2]

Other than the fact that it is provided for persons of African descent, the education of the negro in several of the United States is characterized by three features: (1) Its cost is borne almost wholly by the white portion of the community; (2) it is almost always elementary; and (3) it is becoming more and more industrial in the sense that it is training its pupils in the village industries of carpentry, wheelwrighting, blacksmithing, and in the possibly less rural vocations of shoemaking and printing.

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[1] "These are the resources with which individual human beings are able to procure the satisfaction of their wants and industry comes into being and grows." (Growth of English Industry and Commerce, vol. 1, p. 10. W. Cunningham.)

[2] "I desire to state," says Dr. Haygood in one of his reports, "without qualification and as the result of long-continued and careful investigation, that the children of parents taught in these higher schools in the earlier years of this great movement show at the beginning of their school course marked superiority to the children of untaught parents."

ITS COST IS BORNE BY THE WHITE RACE.

That this is so is natural whether we consider the fact in connection with the schools supported by State or municipal taxation or with those supported by the generosity of churches or wealthy persons. The Southern States are agricultural, and in an agricultural community the great source of revenue is tax upon land. As the land in these States is, from the very nature of things, in the possession of the former masters, it follows that they are taxed to educate the children of their former slaves. Still it would be injustice to the colored race not to go a step farther and inquire by whom the agricultural land in the late slave-holding States is put in value; by whom it is worked that it will support a tax. The answer may be given in a sentence, a universal exodus of the negro would probably not be tolerated in the cotton States. Thus it is apparent that there is only a verisimilitude of injustice in the dominant and land-holding race educating the youth of the laboring population.[1] It must be remembered, however, that the tax is peculiarly onerous, as there is the necessity of supporting two systems of schools. Yet it is only possible to educate colored children in this way and the tax is borne with patience.

But while the Southern States are educating the negro, many persons, under the form or direction of religious or special philanthropic bodies, have founded and supported institutions which in name are plainly intended for the higher education of such colored persons as have the desire to obtain an education of that description. It may therefore be said that potentially the best work for the elevation of the colored race is done in the so-called colored normal schools, in institutions supported by the sale of national lands for the purpose of fostering agriculture and the mechanic arts, and in the upper classes of the numerous "academies," "colleges," and "universities" supported by religious bodies or endowed by private individuals.

As far as known to this Bureau there are 107 of these institutions,[2] of which 105 are situated in the Southern States. In them the charge for instruction is exceedingly low, usually about a dollar or two a month in the normal, academic, and collegiate departments, though frequently it is given without cost. But as low as this charge is, when made, it is paralleled by the extremely low rate at which lodging and food are furnished and the very moderate incidental fees exacted. In general it may be said that the entire expense to the colored student is in the neighborhood of $75 or $100 for a session of nine months. Sometimes it is as low as $50 or $60, sometimes it is as high as $125 or $150. The lowest of course are the minimum figures at which the student can exist. But it must not be supposed that this charge for tuition, lodging, and food covers the cost of the presence of the student at any particular institution. At Claflin University, for instance, where the entire charge to students in the higher grades is about $7.50 a month, it is found "that the small amount paid by the students is not sufficient to meet one-tenth of the expenses of the institution, and it thus appears that every student is aided to the extent of about nine-tenths of his expenses," that is to say, every student costs the institution to instruct, lodge, and feed about $68 a month. At Fisk University "the charges to students do not cover one-half the actual cost of the advantages furnished them."

By whom, then, is the cost of these 107 institutions borne? In the case of Claflin University it is borne by the contributions of the friends of education, through the Freedmen's Aid and Southern Education Society; by the proceeds of the sale of national lands; by the State of South Carolina, and by the John F. Slater and the

[1] "I must yet advert to another most interesting topic—the free schools. In this particular New England may be allowed to claim, I think, a merit of a peculiar character. She early adopted and has constantly maintained the principle that it is the undoubted right and the bounden duty of Government to provide for the instruction of all youth. That which is elsewhere left to chance or charity we assume by law. For the purpose of public instruction we hold every man subject to taxation in proportion to his property, and we look not to the question whether he himself have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police by which property and life and the peace of society are secured." (Daniel Webster, in discourse on "First Settlement of New England," December 22, 1820.)

[2] Several not reporting however for 1892-93.

Peabody funds. In the case of Fisk University the deficit is met by contributions of Christian and philanthropic people through the American Missionary Association or given directly to the university. Other bodies interested in the work of educating the negro are the American Baptist Home Mission Society, which supports many institutions; the Presbyterian Church; the Society of Friends; the Congregational churches of the North; the Methodist Episcopal Church South.[1] From these funds of religious corporations; from the proceeds of the invested funds of the Peabody, and especially of the Slater fund; from the fund in some States arising from the sale of lands given by the act of Congress granting lands in 1862, and, in all the States insisting on the separation of the two races, a proportional share of the fund annually given by the act of August 30, 1890—have been supported the independent schools for the education of the negro, with the exception of certain normal schools conducted by the States and State scholarships created in quasi-independent institutions.

Lightly, however, as the entire cost of education is made to bear upon the colored student, he seems unable to meet it, and several expedients have been devised, two of which stand forth prominently, at least are of such a nature as to admit of being stated in a general way. These are the creation of scholarships and of labor and student aid funds,[2] and it would seem that almost every institution has a fund at its disposal to help needy students of merit. Frequently the beneficiary is required to perform some kind of service for the amount given, while in some cases, as at Berea College, a rebate of $3 a term is allowed to 73 students of good standing. At Roger Williams and at Fisk universities the student is required to contract that he will labor one hour a day for the institution, or pay $2 in addition to the charge for board and tuition. As an instance of the necessity of the situation, the case of Storer College, at Harpers Ferry, W. Va., may be cited. About fifteen years ago it was suggested that from the beauty of its situation it might be practicable to use it as a summer resort. One of the teachers made a beginning. Visitors came, were charmed by the surroundings, pleased with the bearing of the students who waited on them, and sent for their friends, until several hundred guests came annually. The earnings of the buildings are about $900, besides "bringing into the market certain portions of the school farm." In the same line is the suggestion of the principal of the Alabama State Normal and Industrial School, who, after remarking that meritorious young people who would be willing to exchange their labor for board are turned away daily, observes that "A cotton factory or some other industry established near institutions of this [his] kind could utilize every extra hour of students, and by some humane arrangement could keep running every hour of the day, a source of income to the projectors and an aid to poor students."

The scholarships are mostly in the form of State-supported students, and merely entitle to free tuition and lodging. Others are merely scholarship funds. Such is the King scholarship fund of $5,000, the Cassedy scholarship fund of $10,000, and others of equal or less amount possessed by Atlanta University. Biddle University has a fund of $6,000, raised in Scotland, the interest of which is to be used to aid young men preparing for mission work in Africa.

The difficulty encountered by the colored student in regard to money has been partially overcome by the gift of Daniel Hand, esq., of $1,000,000 for the education of "such colored people as are needy and indigent." The fund is administered by the American Missionary Society, which, in view of the comparatively inadequate sum at its disposal, has felt the necessity of concentrating its resources, as the trustees of the two other great educational funds for the education of the people of the Southern States have felt the necessity of concentrating theirs.

[1] Of 75 institutions reporting their resources of support, there were receiving aid from (some counted twice but some not appearing): American Missionary Association, 19; American Baptist Home Mission Society, 10; Freedmen's Aid Society Methodist Episcopal Church, 9; Methodist Episcopal Church, South 1; Presbyterian Church, 7; Protestant Episcopal Church, 2; Congregational Church, 2; Friends, 1; endowments, 4; State or municipality, 16.

[2] As at Wayland Seminary.

THE EDUCATION OF THE COLORED RACE IS ALMOST ENTIRELY ELEMENTARY.

The height of the general intellectual development of the masses is conditioned by the affluence or paucity of abstract ideas current among them, at least by the ability to quickly acquire such ideas. Unfortunately for the negro his former condition gave him no opportunity to acquire a great variety of ideas. The relation of master and slave, speaking generally, in a sparcely inhabited country gave no opening to the negro to obtain a higher order of ideas than his condition required. Thus the negro was not trained to take on rapidly that form of enlightenment called culture when the opportunity came. The school days of the negro child are not preceded by centuries of inheritable stimulus derived from racial, and, as a special case, from ancestral exertion, nor is he as yet surrounded by the refining influences of even a commonplace home. Voodoo incantations are his only natural literature and the permanent literature of the English language, still speaking for the body of the race, is without his present sphere. It therefore happens that his education has been elementary.

Many institutions for the education of the negro have high sounding names, but, with several exceptions, they are not appropriate. Prominent among these exceptions is Howard University of Washington City. No school for the colored race has better facilities for higher education. It has a collegiate, and with the exception of the post-graduate, all the professional departments of an American university. But by far the most important advantage it has over other institutions of its kind is that Washington has had for many years a very efficient system of public schools for colored children, which now enroll about 14,000 pupils. It is, therefore, natural to suppose, did any general desire exist among the rising generations of colored persons to secure a higher culture of the mind than that offered by the elementary school, irrespective of any pecuniary advantage to be derived therefrom, that the collegiate department of Howard University would be filled, especially since the tuition is free and the university buildings practically within the city limits. Yet the attendance in the college department of this national university for the African is small, being only 7 per cent of the whole attendance of 517. If any effect has been produced by the city system of public schools upon the curriculum of Howard University, it is shown by the absence of an elementary department in that institution. However it must be noted that, though the collegiate department is so neglected, the professional departments are comparatively well filled. In the normal classes are 36 per cent of the attendance, in the medical 26 per cent, while the departments of theology and law have each more students than the college department proper of this university so well supported by Congress, so well officered, and especially, from the educational side, so well located.[1]

The same phenomenon is shown by other colleges for the higher education of the colored race, and it seems warrantable to say that even were the race as a body at this moment capable of higher education, its poverty would not permit it, or any considerable portion of it, to spend the time necessary to acquire such an education, and that to educate to a higher degree any considerable portion of the race that portion must be supported as the students in colored theological institutions are supported. In 1885 an inquiry made of 23 of the leading institutions for the colored race developed the fact that fewer than 5 per cent of the students in those institutions were in what is called classical studies, including those preparing for college. An examination of the character of the requisites for admission to many of the more or less grandly named institutions for the education of the colored race shows that practically there are none, except the prerequisite of ability to read in a low grade reader or familiarity with the fundamental operations of arithmetic. The elementary English course, says one university, is a necessity, as the large majority of the students coming to the university have not had the opportunity to ground themselves in the common English branches.

[1] As far as the law and medical departments are concerned, this remark may be vitiated to some extent, as those departments, it is understood, have white students upon their rosters.

In 75 institutions for the education of the colored race, from which special reports have been received, there are nearly 20,000 students in nonprofessional courses, not quite 4 per cent of whom are reported as being of collegiate grade, 35 per cent as being of secondary grade, and 61 per cent as of elementary grade. It has been remarked above that the absence of an elementary department at Howard University may be attributed to the very efficient work of the system of public colored schools of Washington City; for the constant complaint of the universities and colleges for the colored is that they are obliged to instruct their pupils in the elementary branches, showing that if those pupils have been taught in the public schools they have been poorly taught or have failed to profit by the teaching. The probability is that the child has been poorly taught, and the whole effort of the management of two of the three great funds for the education of the populations of the South is the training of home teachers. If the efforts of the trustees of these great funds are supported by a State system of examination adequate to prevent persons more necessitous than able from being foisted upon the children, the colleges and universities for the colored race may dispense with their elementary classes, though probably with a loss of the moiety, or even more, of their present attendance. However this may be, those who support the higher named institutions for the education of the colored race are fully convinced not only of the negro's desire and of his capacity for culture, but also of the necessity. The only obstacles they can see are illiteracy and poverty, which they are striving to overcome by supporting institutions in the South as shown above.

The great majority of the students at these institutions, though pursuing an elementary course of instruction, have one of two objects in view. These are the desire to become a teacher or a minister of the gospel. In every catalogue of an institution for the higher education of the colored race there is to be found either a normal or a minister's course, most frequently both. As for the so-called normal course, it has been very accurately stated by the Hartshorn College that it is but the beginning of an education, and the instruction in the minister's course is greatly hampered by the lack of a sound elementary education. In the case of the institutions supported by the Baptist Home Mission Society, it was decided in 1892 that the instruction in theology, except in the case of the Richmond Theological Seminary, be restricted to a minister's course especially designed for those lacking an education that would permit them to take up the studies of a theological seminary proper. Yet the catalogue of the Richmond Seminary shows but 27 per cent of its 59 students in the regular theological course. In the Gammon Theological Seminary, with a single curriculum which is lower than the theological course proper of the Richmond Seminary though higher than the minister's course of that institution, about half the students are unclassified or are in special courses.

The best and highest education given the negro, as far as numbers go, is offered in the ubiquitous normal course or department. This course is merely concerned with the elements of a plain English mathematical education. The effort there is to make the student as far as possible catch the principle involved in the subject under consideration rather than to memorize the printed page. Too frequently, perhaps, the early training of the student has not made him sufficiently familiar with the subject-matter of the elementary branches to enable him to grasp their essence, but, notwithstanding this drawback, a thoroughness is given to the instruction that is elsewhere lacking.

The length of the normal course can not be given with any special accuracy. What is called the normal course generally requires three years of study to complete. Very frequently four years are devoted to the course, and occasionally two. In fact, the arrangement given by the Avery Normal Institute, or Straight University, seems to be practically that of the great majority of the institutions with various names for the education of the colored people. At the Avery Institute the curriculum begins with the fourth grade and the normal course with the ninth grade and continues on through the twelfth and final grade; thus the institution is assimilable to a graded system of public schools. At Straight University the normal

course also begins with the ninth grade, but the eleventh grade, or year, is called the middle year of the normal course, and the twelfth grade is called the senior year. Instead of grades preparatory, normal and subnormal courses are sometimes established. Still another form of the normal course is shown by the curriculum of this Southern university, where the "normal department contains the high school, the freshman year of the college course, and an addition of a course of pedigogics, with an emphasis on practice teaching." Very frequently the normal course is or may be used as a preparatory department, while at the branch normal college of the Arkansas Industrial University the normal course is stated to be fully equivalent to the first two years of a regular college course; and further, that it is the course which most of the students content themselves with taking.

It may be a matter of surprise that institutions necessarily conducted so economically as those for the education of the colored race should not be more economical in the variety of the courses they offer; in short, that they have not consolidated their teaching. It is quite evident that the normal course at its best is merely a secondary or preparatory course of study which aims at general intellectual culture rather than professional expertness, for it has very frequently elementary Latin and Greek, which are distinctively preparatory studies. For the purposes of comparison the second and third years of a normal course may be so arranged as to bring out the points of similarity it has with the preparatory course of the same institution.

Normal Course (Middle and Senior Years).

Complete Arithmetic, White.
Algebra, Wentworth.
General history, Barnes.
Latin Grammar, Allen and Greenough.
Inductive Method, Harper and Burgess.
Physics, Gage.
Chemistry, Steele.
English, Word Analysis and Rhetoric.
Civil Government and Economics.
Bookkeeping.
Drawing.
Music.
Astronomy.
Botany.
Psychology and Moral Philosophy.
Geometry.
School Management.
History of Education.

Normal Course, etc.—Continued.

Methods of Teaching.
School Laws of State.
Practice Teaching.

Preparatory Course (One Year).

Complete Arithmetic, White.
Algebra, Wentworth.
General History, Barnes.
Latin Grammar, Allen and Greenough.
Inductive Latin Method, Harper and Burgess.
Physics, Gage.
Chemistry, Williams.

[In other institutions having a preparatory and a normal course the former requires more than one year to complete.]

The studies of the normal course are determined by the character of the examinations for State certificates to teach. But as Latin and probably other studies of the normal course given above are not pursued far enough to give the pupil any serviceable teaching knowledge of them, it would seem that they have been introduced for the special purpose of culture, and certainly there is no better way to teach "technical" grammar than through the grammar of a synthetic language, such as that of ancient Rome.

Motives of culture, however, are not the ruling ones that induce so many to attend the normal schools or departments of the class of institutions under review. Completion of a course of study in such a school entitles the holder to a certificate and the course itself is especially arranged to meet the requirements of the State examiners. Though these institutions inculcate the elements of an education, they may therefore be looked upon as professional schools. Indeed, to illustrate this conclusion, it will suffice to quote from the catalogue of the school whose programme has just been given, where it is said that the normal course has special reference to

preparing the student to become a successful teacher, and that it is on that account that most of the students naturally turn to it. A university candidly states that a majority of its students attend its courses with the expectation of becoming teachers for a longer or shorter period.

It is clear that the opportunity opened by State aid and northern philanthropists to mature colored persons to gain entry into a field of usefulness of quasi-gentility at a small cost in money and a considerable expenditure of time is one that is particularly charming and has great effect in filling the normal schools and departments.[1]

"Parents, patrons, and students," says the Hartshorn Memorial College, "must remember that the completion of the normal course is but the beginning of education. Well-educated women, prepared for the best service of life, are the product of more extended and broader training. It is the desire of this college to develop the higher courses as speedily as possible. But instruction in advanced courses can be given so far only and so fast as students are prepared to receive it.

"For the successful prosecution of advanced studies, four conditions are—each and all—absolutely essential:

"(1) There must be natural ability and the love of learning on the part of the student. Not a few do well and achieve a good standing in the common-school studies, who, for lack of ability or aspiration, utterly fail in the higher.

"(2) There must be careful instruction in the elements and a mastery of them sufficient to lay a good foundation for after progress. Many pupils pass over the lower courses with so much carelessness that they fail, and for lack of preparation must needs fail as soon as they touch the higher.

"(3) Time is requisite. For the primary and grammar school studies, the normal, the college preparatory, and the collegiate many years are required. To complete long courses of study pupils must begin early and remain in school continuously. Those who begin at 16 or 18 years of age have not time to complete advanced courses.

"(4) Means also for the payment of moderate expenses are required. If the parents or patrons of a student count their duty done when she becomes able to teach a country school of low grade, advancement beyond the elements becomes for her impossible.

"The pressing needs of the people wait for women of broader education and completer discipline. To meet this need Hartshorn Memorial College was founded. The time when ability, aspiration for learning, early training, and the requisite means shall meet together and render higher education possible ought not to linger. The colored people themselves should see that the time does not delay."

The foregoing remarks show the lack of higher education among the African race in America. This is particularly unfortunate for this portion of the community since it, more than any other, requires a body of cultured persons within itself to oppose those adventurous persons who, by reason of their pleasing theories or ingenious arguments, are not apt to be the best of advisers, and in a stable government are always bridled by the calm wisdom of a small but all-powerful class of thoughtful people. As before remarked, the colored race is located in the distinctively agricultural States of the Union. It therefore has neither press nor libraries, and the rank and file of the race must depend upon their leaders for their opinions. Thus is explained the pertinacious efforts of thoughtful people to provide a higher education for the negro—their efforts to remove the obstacles which his intellectual and pecuniary disabilities put in their way, and their appeals for aid. The education of the colored race, as far as it is acquired within the walls of an educational

[1] Lest this be misconstrued into a jibe at the colored student it is well to remark that at the German universities it is stated that fully one-fourth of all the students are in needy circumstances and take advantage of the fact to demand aid and enjoy free dinners. (See p. 366 of this Report for 1891–92. Compare also what is said by Professor Paulsen on p. 288 of the same volume.) Monsieur Dreyfus-Brisac, in his Université de Bonn et l'Enseignement Supérieur en Allemagne, says that the remission of fees is frequently unwarranted, and, at the University of Bonn, is modified by a system of deferred payments (stündung)—over 13 per cent of which are lost.

edifice, is practically elementary; but that fact is by no means conclusive evidence that its higher education is an hallucination.

The systems of public schools supported by States insisting on the separation of the races, their work, necessities, and the results accomplished by them, are matters of which the public is well informed. Since the report of 1885–86 a portion of this annual volume has been devoted to compiling what was known of the subject, while the debates in Congress and the discussions in the public prints have illuminated every side of it. The usual figures of attendance, etc., follow.

White and colored school statistics, 1892–93.

State.	Estimated number of children 5 to 18 years of age.		Number enrolled in the common schools.		Average daily attendance.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Total	5,408,775	2,630,331	3,692,923	1,367,828	.....	.....	83,849	25,615
Alabama *a*	290,935	249,291	186,125	115,490	110,311	72,156	4,182	2,136
Arkansas	304,260	117,940	197,655	66,921	.....	.....	4,940	1,374
Delaware *b*	29,850	8,980	28,316	4,858	*c*19,746	*c*2,947	734	106
District of Columbia	42,930	23,620	25,262	14,502	19,085	10,982	596	299
Florida	81,150	64,350	58,427	36,770	.....	.....	1,984	694
Georgia	352,400	330,700	253,942	161,705	147,907	97,471	5,837	2,982
Kentucky *c*	544,100	93,200	393,700	61,300	226,500	35,200	7,167	1,395
Louisiana	194,300	206,900	92,816	62,654	65,352	42,018	2,353	911
Maryland	244,750	70,550	162,016	37,386	92,014	16,597	3,534	675
Mississippi	201,900	294,100	154,459	180,464	93,099	101,894	4,296	3,201
Missouri	838,500	51,000	581,342	31,113	.....	.....	13,240	696
North Carolina	373,100	223,700	232,560	124,398	142,362	72,417	4,490	2,541
South Carolina	166,700	279,800	102,571	120,579	75,166	87,134	2,676	1,859
Tennessee	462,100	156,000	368,481	94,980	266,851	64,127	6,949	1,863
Texas	669,300	204,900	425,776	127,495	284,118	80,717	9,287	2,619
Virginia	343,900	244,600	227,696	120,775	130,398	63,745	5,863	2,064
West Virginia	258,600	10,700	201,779	6,438	130,312	4,113	5,736	200

a In 1889–90. *b* In 1891–92. *c* Approximately.

It will be remarked by the patient reader who examines the table that the white pupils show an increase of about 85,000; the colored, a decrease of about 12,000. The number of colored teachers has increased 800, while the number of white teachers has increased but 700. Were it possible to ascertain what scholastic and personal qualifications these 800 new colored teachers bring to their duties the advantages of this large increment to the teaching force of colored persons might be discussed.

In the academies, schools, colleges, etc., for colored youth there are, as far as known, 10,191 male and 11,920 female students. In the elementary grades 57 per cent of the attendance are girls; in the secondary grades, 53 per cent; while in the collegiate department only 25 per cent are women. In all schools reporting for 1892–93 there are 25,859 students. In the elementary departments of 75 institutions are 13,176 pupils; in the secondary are 7,365; in the collegiate, 963, and in the professional are 924.

There are several questions connected with the institutional life of the colored pupil that deal more particularly with ethics than pedagogics. Under the caption of "Separate education" the authorities of Hartshorn Memorial College observe:

The establishment of this institution for the education of young women affirms nothing, and expresses no opinion touching the abstract question of coeducation or the separate education of the sexes. Either system, doubtless, has its own special advantages and disadvantages. But this enterprise embodies the conviction that for the students whom this institution will gather, under present conditions and with their present social environment, the balance of advantage is on the side of separation.

It is something, and no small matter, that the necessity of unceasing surveillance, by day and by night, irritating to pupil and burdensome to teacher, is removed.

It is something that courses of study and of instruction may be more closely adjusted to the special and practical needs of young women.

To those who have seen the conscience broken down, the moral tone deteriorated, habits of duplicity engendered, and the best intellects become vapid through the unhealthy life engendered in a mixed institution, it will seem an important matter that one chief stimulus of this unhealthy life be removed.

To fathers and mothers, who remember the sad experiences of some mixed schools, present safety for their inexperienced daughters, sent beyond parental watchcare, will, perhaps, outweigh all other considerations.

The Utopian notion that young people can be brought promiscuously together and counted brothers and sisters, human nature laughs to scorn.

In the presence of such institutions as Mount Holyoke Seminary, Vassar and Wellesley colleges, and others of like worth, few would venture to affirm that the highest womanly worth and strength is dependent upon walking and talking and reciting for a few years with young men.

The strong women of this generation, whose hand is upon the school work, and the mission work, and the reformatory work, and the social life of the time, received their training largely in separate schools.

With the heading "Coeducation," the authorities of Bennett College speak with equal positiveness to the contrary, as follows:

After years' observation and experience we are very decidedly in favor of the education of our young people of both sexes in the same school, provided their association is under proper discipline and suitable care, which we claim is had here.

This is unquestionably, in our judgment, the normal, healthy, home-like method. The improvement under these circumstances in manners, self-reliance, and social culture, the development of manhood and womanhood, are often very marked. We know that some parents are reluctant to send their daughters to schools for both sexes; but this apprehension, we believe, arises chiefly from an insufficient familiarity with the facts. One authority says: "Corrupt influences are more liable to abound in schools exclusively for either sex, but particularly in separate schools for girls." "To insure modesty," says Richter, "I would advise the education of the sexes together; but I will guarantee nothing in a school where girls are alone together, and still less where boys are."

THE EDUCATION OF THE COLORED RACE IS BECOMING MORE AND MORE INDUSTRIAL.

In the early efforts for the education of the negro in America the object in view was his enlightenment. That point once gained it was thought that his welfare would be secure. But owing to his necessitous condition and the comparatively small amount of funds at the disposal of the private or corporate schools, an effort was made in a few cases to do what years before had been tried in different parts of the Union and found to be a failure in the case of institutions for the Caucasian race. This scheme was to have the white student work out his expense while pursuing the studies of the schoolroom, in order that "many of our most worthy young men, who were deprived of the advantages of an education through poverty," might overcome that obstacle to their ambitions. In the case of the negro the effort has persisted longer and has been either more successful than the experiment of 1830-40 in the North and West, or adventitious circumstances have aided it almost to the extent of floating it to an unwonted degree of prosperity.

From various reasons a wave of industrial training overran the country in the later seventies and early eighties that, as a form of education, was adopted by many city school systems, but reached its most distinguished development in the manual training schools of St. Louis and Chicago. The scheme of mechanical instruction of these schools was not native to America. It had been elaborated in a Russian technological university, in which there was a feature of practical work in the engineering course, thus bringing it into very sharp contrast with the German type of technological university (Technische Hochschule or polytechnicum). But to give these advanced engineering students of scientific technology a practical insight into the processes by which the mechanics whom they were in the future to direct must work out in wood or metal their ideas as engineers, a course of instruction was established which in America was, in the early days of its adoption, called the Russian system of manual training. The anarchy of shopwork for profit on the principles of the mechanico-theological or classical schools for poor students of the thirties was now superseded by a well-digested and systematic plan of mechanical instruction without profit. Now, the work of the negro has been much more closely connected with the old mechanico-theological idea than with the Russian system, though the introduction of drawing and machinery gave it dignity as a plan of instruction. This, however, it acquired by the action of the Slater fund trustees.

The systematic instruction of the colored race in the village industries is inseparably connected with the administration of the John F. Slater fund. It was not particularly Mr. Slater who caused the fund to be used to foster trade teaching, but his trustees; for the "general object" of his deed of gift, "to be exclusively pursued," was the uplifting of the lately emancipated population of the Southern States and their posterity by conferring upon them the blessings of a Christian education—education in which the instruction of the mind in the common branches of secular learning shall be associated with training in just notions of duty toward God and man in the light of the Holy Scripture. Though the methods of accomplishing this was left to the discretion of the trustees, Mr. Slater strongly indicated that in his opinion the training of teachers was the method to be adopted. In a private conversation with Dr. Haygood, however, he put industrial training as the sixth (and last) object to be taken into consideration in the use of the interest of the fund known by his name. It should be remarked, however, that the trustees may have been influenced in the concentration of the fund upon industrial training by the fact that the Peabody fund had for some years been steadily concentrating its resources on the training of teachers, and the States were making provision to supply their colored schools with properly qualified persons. Be this as it may, the trustees of the fund early determined to confine its aid to such schools as were best fitted to prepare young colored men and women to become useful to their race, and that institutions which gave instruction in trades and other manual occupations that would enable colored youths to make a living and to become useful citizens be carefully sought out and preferred. This policy was continued ten years.

At the date of 1883 the highest example of industrial or trade teaching of the negro was Hampton Normal and Industrial School. Only a few of the higher grade schools for colored youth had attempted to teach trades. Many of the most experienced persons in the field were not convinced that it was wise to attempt it; others advocated it. The rudimentary character of this instruction may be inferred from the first reports to the agent of the fund, Dr. Haygood. Clark University reports, "Without the aid of the Slater fund ($2,000) we could have done little in the industrial department, as it required $1,100 to equip it, and our printing department would have failed entirely." Tuskegee Normal School reports, "For the impetus given to the industrial department the school is chiefly indebted to the John F. Slater fund." Claflin University remarks, "As soon as we received notice of the appropriation of $2,000 from the Slater fund arrangements were made to erect a suitable carpenter shop." And so on, to a large extent, with a score of institutions aided by the fund. Yet these institutions had been carefully sought out as the best for being aided in this matter of trade instruction. It is beyond a doubt that the efficient cause of the impetus for industrial education of the negro was given by the management of the Slater fund and the enthusiasm of their late agent, now Bishop Haygood.

On the retirement of Dr. Haygood the plan of the distribution of the Slater fund was somewhat changed. The trustees created a board of education, of which Dr. Curry, the agent of the Peabody fund, was made chairman. The new plan of operation advocated neither the teaching of trades nor the support of institutions not on a "permanent basis." Instead of the teaching of this or that trade the teaching of the "underlying principles of all trades" and the employment of persons expert in imparting such instruction was to be kept in view; and the schools are already beginning to follow the hint thus given. The act of Congress of August 30, 1890, for the benefit of schools established for the advancement of education in agriculture and the mechanic arts, very likely has had, or will have, the effect to foster this idea of preventing the petrifaction of the negro into a village mechanic or farm laborer while directing his thoughts and impulses toward industrial rather than political spheres of activity. As the State and the Peabody fund may be looked to to promote the training of teachers, the Slater fund and the $10,000 or $12,000

annually given to the States thickly populated with negroes, for their industrial education, may be looked to to supply men capable of conducting an industrial business. It has been through the avenues of trade that an inferior people rise to a higher condition. Trade brings wealth, wealth leisure, and leisure the opportunity, if not the desire, for culture.

As taught in the schools for the colored race about the year 1893, the industrial instruction had the following forms, to wit: The manual training or education by work idea; trade teaching of the mechanic trades; agriculture; printing; and, for girls, housework, including sewing and nurse training.

At Tougaloo University, in accordance with the general plan of the Slater fund, a change was recently made in the form of the industrial work, especial attention being given to manual training with a view to the general culture of mind and hand. This change consisted in the establishment of a two-years course of woodwork of an hour to an hour and a half a day for the seventh and eighth grades, covering the processes and principles of working in wood and with woodworking tools. The exercises are graded, running from the simple to the more difficult, the aim being to adapt them to the mental capacity of the student as well as to his dexterity, and to make them a helpful part of his school work. Each student has a blue print of his work before him. A course in woodwork adapted to the fifth and sixth grades, and a course in ironwork for the ninth grade, is to follow it, while for the tenth and eleventh grades a course of mechanical drawing is to be provided. Straight University also has felt the Slater impetus toward a more concentrated method of manual instruction, and has likewise established a two-years course in woodwork for the seventh and eighth grades, with the same features of the course at Tougaloo University. In fact, the course as explained by Tougaloo and worked out in the following programme may be considered as the Slater course of manual training:

Seventh grade (limited to square work).—Planing to a true surface; laying out work (including measuring with the rule and marking with knife and gauge); sawing to the line; boring; gluing; driving nails and screws; sandpapering; making box joint, dado, mortise, tenon, and groove.

Eighth grade (especially bended or curved work).—Making miter joint (square, octagon, and hexagon); regular and irregular bevels (using steel square); scarf joint, dovetail; laying out curved work; planing and chiseling curved surfaces; sawing curved lines; bending by sawing and steaming; making round forms.

At Fisk University, after the manual training course of two years has been completed the "principles" inculcated are applied during a third year in building and cabinetmaking, while during both the second and third years the nature and use of paints, varnishes, stains, and polishes are taught. In addition to the aid from the Slater fund aid was also received from the Daniel Hand fund in establishing this "new line" of work. It will be seen that the remunerative or practical feature has not been disregarded at this university. At several institutions supported in part by the proceeds from the sale of public lands belonging to the United States and at the comparatively well endowed Atlanta University quite ambitious efforts are being made to inaugurate a system of practical technological instruction much above the average for colored schools. Indeed, at Central Tennessee College there is a course of study in mechanical engineering of four years, though no one has availed himself of it.

But the form of manual training that has been in vogue in the independent or isolated schools for the negro in the past has been of quite another form. The institutions giving this instruction drew their aid from the revenues provided by generous persons interested in the welfare of the negro, and as their attendance increased quite frequently their classes in carpentry and in bricklaying, and in agriculture were utilized in building new and in enlarging or repairing old structures, or in working the fields for garden produce. Sometimes the blacksmithing and wheel-

wrighting of the neighborhood was done; but in general it may be said that the work of the trade classes had a double object in view—instruction of the pupils, and the enlargement or repair of the institution or the cultivation of its grounds. Not that the object of the institution was at all mercenary, but because that was about the only way in which any remuneration could be gotten by the institution out of the labor of its students; if not in this way, then failure.

This species of manual instruction is of varied nature: Carpentry, bricklaying and brickmaking, blacksmithing, painting, and printing for men; cooking, dressmaking, and in general housewifery for women. It is doubtful if a better illustration of this object, and methods of the institution giving this character of instruction, can be found than the following announcement:

INDUSTRIAL DEPARTMENTS.

The industrial work is carried on in connection with a four years' course of academic work designed to give a thorough English education. With these objects are kept in view, viz:

(1) To teach the dignity of labor.

(2) To teach the students how to work, giving them a trade when thought best.

(3) To enable students to pay a portion of their expenses in labor.

At present the most developed of the industries are:

Agriculture.—This department controls two farms of 680 and 800 acres, respectively. The funds at command will not allow much outlay in new experimental farming. The special effort, therefore, is to give the students lessons in common, practical farming. The farms not only furnish an object lesson and valuable employment to students, but supply largely the demands of the school.

Brickmaking.—On the farm have been found extensive beds of clay suitable for making bricks. From these beds the school has been able to make bricks enough to build five substantial buildings for school uses, and to sell many to neighbors. The bricks are made and laid by students, thus reducing the cash outlay for buildings to the minimum.

Carpentry.—The students are taught to do all kinds of work, such as building cottages, fences, repairing buildings, making and repairing furniture, etc. Of the many buildings on the grounds, most of the work has been done by boys of this department.

Painting.—Painting of buggies and graining are emphasized. House painting is regularly done. Many buggies and carts for the town and country are brought in and painted.

Printing.—In this office are printed the catalogues, "Southern Letter," "Student," and much job work for the school and the surrounding country.

Blacksmithing and wheelwrighting.—These departments do all the work for the school and farm, and much for the town and country.

Tinsmithing, shoemaking, and harness making.—Harness work for the neighborhood, as well as for the school farm, is done. The students' shoes are repaired and all the roofing of the institution is done.

Sawmill.—One of the most useful of the industrial occupations is that in connection with the sawmill. A large part of the farm is covered with pine forest.

Wages.—The rate of wages is according to the age of the student and the real value of his work. The arrangements are such that students lose nothing in their classes by working out a part of their expenses. At the end of each month a bill is given to every student showing what he may owe the school or what the school may owe him.

A very favorable statement of the condition of trade teaching is given by Howard University. There the industrial department occupies an entire building, 40 by 75 feet, of two stories and basement, and the students in the preparatory and normal departments practice in the methods of certain trades at specified hours. The work in each department is done under the personal direction of a skilled workman, and with the advantage of first-class tools.

Before leaving the subject of trade teaching in the isolated schools for the colored race it is necessary that certain remarks of Dr. Haygood, in his last report (1891) to the trustees of the Slater fund, should be reproduced. They are as follows:

"If there had been no Slater fund, much by this time would have been done in industrial education in these schools; but every informed person knows that the help and encouragement of this great benevolence has furnished the inspiration and driving force of this vital movement. But for the friendship won to some of these schools through the industries fostered by the Slater money they would, by this

time, have ceased to be. * * * For every dollar given by the Slater fund not only another dollar has come to help it but more than a dollar."[1]

The large farms usually attached to the institutions for the colored race, the industrial habitudes of that race, and the terms of the act of August 30, 1890, have invited or compelled attention to agricultural operations. The difficulties attending the introduction of this study in schools for the whites were greater than in the case of the schools for the colored; indeed the training given by the agricultural courses of the schools for colored persons has been much more adapted to making laborers than scientific agriculturists.

For colored girls the usual manual training given to white girls is quite appropriate. Cooking and dressmaking are particularly well adapted as studies to those who very frequently make their living as servants or seamstresses. Quite an effort is being made to introduce nurse training and in several institutions courses have been established, as at Central Tennessee College where arrangements have been made for a course consisting of two parts, one, nonprofessional, of two years, and one, professional, running through a third year.

THE TEACHING FORCE.

The biographies of the teachers in the institutions for the education of the colored race would be a detailed history of the struggle for the instruction of that race. It has never happened in the history of education that so many difficulties had to be overcome as in the case of carrying the war for education into Africa, and it was natural, perhaps necessary, that enthusiasm should ripen into devotion, and even fortify itself in fanaticism. But the personal trials and victories of the past and present can not be recounted here; they must be looked for in Dr. Barnard's report on education in the District of Columbia, in General Armstrong's Twenty Years of Work at Hampton, and in other works of a similar nature.

After the lapse of a quarter of a century, it is natural to suppose that much of the teaching done in schools for the colored race should be by persons from among themselves. The figures from 76 institutions justify such an expectation, for they show that of the 1,010 teachers in them one-third (373) are colored men and women. Still confining attention to the institutions for the education of the colored race, it appears that, though the white men teachers (225) are equal in number to the colored men teachers (221), the white women teachers (412) are very nearly as many as both white and colored men teachers, while for every colored woman teacher there are 3 white women teachers. Comparison with the relative proportion of each sex in the public schools can not be made, as the statistics are not obtainable, but it may be stated as a fact that in cities the colored schools are almost always taught by women, and in the open country by men.

[1] *Amount and distribution of the sums disbursed from the Slater fund from 1883 to 1892, inclusive.*

	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.
Alabama	$2,100	$2,450	$5,000	$3,800	$4,400	$4,600	$3,600	$3,600	$4,900	$4,700
Arkansas	.....	.....	.....	.....	600	800	800	800	1,000	600
Florida	.....	.....	.....	.....	.....	1,000	800	800	1,000	1,000
Georgia	6,200	500	6,814	5,100	6,200	6,850	9,700	9,700	10,500	8,400
Kentucky	.....	1,000	1,000	700	700	700	.....	.....	.....	.....
Louisiana	.....	592	1,400	1,000	3,100	3,500	4,100	3,100	3,700	3,500
Mississippi	1,000	2,600	2,000	2,000	4,450	4,800	4,400	4,400	5,300	4,967
North Carolina	2,000	740	4,400	3,600	4,200	5,300	5,100	4,700	5,700	5,300
South Carolina	2,000	750	3,500	2,700	3,660	4,300	4,000	4,000	5,000	5,000
Tennessee	950	4,325	7,600	5,800	6,500	6,500	6,800	6,800	7,400	7,100
Texas	.....	600	600	600	900	1,360	1,360	1,360	1,500	1,500
Virginia	2,000	2,000	3,000	3,650	4,190	4,190	3,150	3,150	3,150	3,150
District of Columbia	.....	1,000	1,000	600	600	600	.....	.....	.....	.....
Special	.....	550	450	450	500	500	500	500	500	.....
Total	16,250	17,107	36,764	30,000	40,000	45,000	44,310	42,910	49,650	45,217

The education of these teachers has been accomplished in the various normal schools, academies, colleges, and universities spoken of some pages back. The country schools are incapable of giving an education that will at all qualify the pupil for the position of a teacher of even a colored school, and unless there be a high school in the city having a quasi system of schools for their colored population the urban public school is also incapable of accomplishing the same fact. The strenuous efforts now being made to improve the character of the white teaching corps by uniform examinations will probably result in securing a higher grade of teachers for the schools for the rural districts, in which the negro population is mostly situated, and better supervision will result in more thorough teaching and more businesslike management.

There are three great funds, aggregating $4,000,000, the interest of which may be used in promoting the education of persons to fill positions as public-school teachers in the Southern States. Two of these funds are specifically for the colored race and the other is for the people of the whole South. In addition to these, there is the fund arising from the sale of lands given by Congress in 1862, which generally reaches the normal schools for colored pupils in the form of a State appropriation, and finally there is the quota, fixed by Federal law, drawn from the $25,000 annually appropriated to each State by the act of Congress of August 30, 1890, which has so far gone to help the resources of the State normal schools for colored children which are thus compelled to add an industrial feature to their establishment. But most important of all, since it is extensible and therefore may be made commensurate with the necessities of the situation, is an appropriation from the State treasury, a resource which has been very effectively used in the North and West, and is by no means unknown in the South.

PROFESSIONAL TRAINING.

The dignity and the presumptive emoluments of the professions of law and medicine and the sacredness and the social influence of the minister's calling have naturally excited a desire in many colored persons to engage in a course of study leading to one of the so-called learned professions. The difficulty experienced in America by the schools for instruction in the learned professions is intensified in the case of those for the colored citizen, for very few of their students are scholastically prepared to follow the study they have chosen. This subject, however, is so well worn in the case of the schools for the whites that it would be intolerable to have its intricacies unfolded in connection with a few schools for training the men who are to deal with the life, the property, and the morals of an inferior race that has been forced rather than self-evolved to a plane of theoretic highest civil standing.

In the late slaveholding States there are five schools for the medical education of persons of color. At one of these—that at Washington—some white persons attend, while at the Northern schools for the Caucasian race a number of colored persons are enrolled.

Three institutions are very prominent in the training of physicians for the colored people. These are the Meharry medical department of Central Tennessee College, Howard University medical department, and the Leonard medical department of Shaw University. The Meharry medical department was organized in 1876–1879, through the generosity of the Messrs. Meharry, of Indiana. At that time there was no institution south of the Ohio and the Potomac accessible to the colored race. The Leonard Medical School was established in 1881–82 upon a site given by the State of North Carolina. Both of these Southern institutions have received very substantial aid from the John F. Slater fund. The medical department of Howard University was the first medical school for colored students. It is supported partly by the funds of the university and partly by tuition fees, which are increased by the attendance of white persons who are attracted by the low annual charge for tuition and the excellent instruction and facilities for instruction provided. At Fisk University "it is

hoped that the time is very near at hand when departments of law and medicine can be added to the present lines of educational work of the university."

The course of the schools attached to Howard and New Orleans universities and Central Tennessee College are graded, and are of four years. At Shaw University an annual course of lectures is given. The first three institutions named require proficiency in an English education, all having examinations for admission Central Tennessee College and New Orleans University require the student to study Latin during the junior year. The curriculum of the graded courses comprises anatomy, physiology, microscopy, histology, chemistry, toxicology, materia medica, therapeutics, obstetrics, gynecology, pædiatrics, practice, hygiene, medical jurisprudence, ophthalmology, otology, and bacteriology, the difference in the distribution of the studies through the four years being that at the New Orleans University and Central Tennessee College the student's attention is confined to anatomy, chemistry, and physiology, while at Howard University physiology, materia medica, therapeutics, microscopy, and histology are introduced. A further difference is also apparent in the placing of the practice of medicine and surgery, which are third-year studies at Howard and fourth-year at the other two institutions. Howard University has upon its own grounds a well-filled hospital. The students of the Central Tennessee College department may attend the Nashville City Hospital. All the schools have clinics.

The requirements for graduation are completion of the twenty-first year, of the course of the school, and the payment of fees in full. The fees are $30 or $60 a year. At New Orleans University and Central Tennessee College the entire course of four years costs the student $173; at Howard University $223, including all incidental expenses connected with instruction.

Connected with several of these schools are departments of dentistry or pharmacy. The course of the dental departments of Howard University and Central Tennessee College is of three years. The curriculum comprises anatomy, physiology, microscopy, histology, chemistry, materia medica, therapeutics, surgery, operative and prosthetic dentistry, hygiene, and medical jurisprudence, to which Central Tennessee adds metallurgy, dissecting, and materia medica. The expenses are $30 or $60 a year and incidentals.

Three institutions have courses in pharmacy. That of Howard University comprises botany, chemistry, toxicology, materia medica, and pharmacy, with a recommendation to study microscopy, which Central Tennessee includes as necessary. To graduate, the student must have attended two years, but to obtain the degree of graduate in pharmacy he must have had two other years of practical experience in compounding and dispensing drugs and medicines in a regular established pharmacy. The charge at Central Tennessee College and Shaw University is $30 annually, not including incidentals; at Howard University, $60.

Among the colored people the study of law has not such a numerous following as the study of medicine. The same phenomenon is present among the Caucasian race of European and American countries, for the impetus given to the public mind by successful biological research and the ills attending a high-pressure system of life have rendered medical assistance advisable as an experiment and even necessary for continued existence.

There are five schools of law especially for colored people. These schools are all connected with a college or university. By far the largest enrollment is in the law department of Howard University, which, holding its sessions at night, gives opportunity to colored clerks and messengers of the public bureaus and to commercial clerks to undertake a course in law. The three schools of the national capital for the whites offer the same advantages to persons of that color whose necessities and ambition oblige them to work and study by day and recite or listen to lectures at night.

The law department of Howard University has been fortunate. It has recently been supplied with a remodeled building opposite the city court-house, through the

generosity of certain members of the New York bar and of C. P. Huntington and J. W. Ambrose, both of New York, and has been named Evarts Hall in recognition of the exertions of the Hon. William M. Evarts in procuring funds for the reconstruction of the old building. It is also fortunate in having Congress, which legislates for the District of Columbia, provide in part for the salaries of four professors—in all, $3,200.

The course of study of this school is not of an advanced character. It is taken for granted that the applicant for admission "has had a good English education and some mental training." But though no preliminary examination is held, that fact "is not to be construed as in any manner lowering the standard of attainments required for graduation," as preliminary examinations are frequently found to work injustice and are unsatisfactory. The course is of two years plus the post-graduate course tacked on to all the law-school courses established in Washington. The first year is spent on Blackstone, real and personal property, contracts, commercial paper, criminal law, and domestic relations; the second on pleading, practice, equity, evidence, and torts. During the third year constitutional limitations on the States, mercantile law, and corporations are taken up. Moot courts are held. The instruction is by the usual assigned reading and quiz method, interspersed with lectures. The faculty is composed of six lecturers.

The law department of Central Tennessee College has a course of two years. To gain admission to its course the candidate must pass a satisfactory examination on all the common English studies, and is advised to take a more extensive course of general study before beginning that of law. The course differs from that of Howard University in that the study of the fundamental divisions of the substantive law share during the first year the time with the law of procedure, and international law (Vattel) is introduced, while during the second year Federal procedure, constitutional limitations, and corporations are taken up and procedure law continued. The faculty is composed of three persons and a dean.

The law department of Allen University has a course of two years, whose sessions, like the schools at Washington, D. C., are held in the afternoon and evening, in order to suit the convenience of students otherwise employed during the earlier portion of the day. The first year is, with the exception of evidence, devoted to substantive law (Blackstone, Kent, contracts, and bills), and to constitutional law. The second year is, with the exception of criminal law and the statutory law of South Carolina, devoted to procedure, considering equity as falling in that category. The faculty appears to be the president of the university. Moot courts are held. During the six years of its existence five classes have been sent out, "a majority of the members meeting with a great degree of success in life."

The law school of Shaw University was established in 1888. Its course is not known. A scholarship of $50 a year will be granted to worthy students who need assistance.

Wilberforce University has a law course of two years, but no students.

"If you were in a Southern village watching the passers-by, you would perhaps see among them a colored man, strong in body, marked in countenance, an umbrella in one hand and a gripsack in the other. He is always well, always possessed of marvelous powers of endurance, always ready to speak. He is the negro preacher. Examine him and you will find he has never been taught. * * * Is he doing much preaching? He is preaching a good deal. He has been at it twenty-five years. Multitudes are swayed by his eloquence. Men's, women's, and children's lives and careers are subject to him. He is often the only colored man among them who can read. He is the one man who is looked up to as a leader. His influence extends to the utmost limit of the colored people's life. Here, then, is the colored minister, with many admirable qualities, but with certain deficiencies. Here he is. What ought he to do? He ought to be educated. He ought to undergo a grand work in the three R's, he ought to understand English, the English Bible, English

literature, English history, English doctrine, to speak and to write English, and to explain the Bible in English."[1]

In August, 1892, the presidents of the schools supported by the Baptist Home Mission Society adopted the following scheme: All students studying for a degree to study at Richmond Theological Seminary, and each school of the society to have a "minister's course":

This course is designed only for those who, from lack of literary training, are unable to take a more extended course, and who, at the same time, are unable, by reason of age and other insurmountable conditions, to secure a thorough literary training. Many ministers engaged in active pastoral work who feel the need of further training will find this course specially adapted to their case. It may, ordinarily, be completed in a year. No person will be allowed to pursue this course in the Richmond Theological Seminary except residents of the State of Virginia. Certificates will be given to such as complete the course in a satisfactory manner. The instruction to be given is to be included under the following heads:

I.—STUDY OF THE ENGLISH BIBLE.

The work done under this head is to be strictly Biblical. No time is to be spent upon speculations about the Bible. The study of Divine truth itself and the best methods of communicating this truth to the minds and hearts of others are to occupy the entire attention. The inductive method of instruction is to be pursued, and the special aim of the work is to accomplish the following ends:

(*a*) To permeate the minds and hearts of the students with the spirit and power of Divine truth.

(*b*) To give to the students a general but comprehensive knowledge of the Bible as a whole.

(*c*) To impart to the students a correct method of studying the Scriptures, and practical and effective methods of conveying Bible truth to the minds and hearts of other persons varying in age, capacity, and mental training.

In seeking to accomplish these three ends in the most successful manner, the following order of study and of imparting instruction is to be pursued:

(1) The study and application of (*a*) Bible stories, (*b*) Bible characters, (*c*) consecutive Bible narrative or history.

(2) The study of principles and methods of giving Bible instruction. This exercise includes (*a*) the study of subjects specially selected, (*b*) parables, (*c*) miracles, etc.

(3) The study of the life of Christ, making the gospel of Luke the basis of instruction.

(4) The study and analysis of selected topics and selected books of the Bible.

(5) The systematic study of Bible doctrines as explicitly taught in the Bible itself.

II.—FAMILY ORGANIZATION.

Under this head the teachings of the Bible in reference to the family are to be carefully studied and enforced in a practical way. The following order is pursued:

(1) The teachings of the New Testament upon marriage.

(2) The Scripture teachings regarding the reciprocal duties and responsibilities of husband and wife.

(3) The Scripture teachings in reference to the relation of parents and children. (*a*) The father's position in the family and his special responsibilities; (*b*) the mother's position and her responsibilities; (*c*) home surroundings, what they should be, and how to make them such; (*d*) The children in the home, and their duties and responsibilities to their parents and to each other.

(4) Rights, duties, and responsibilities of employers and employees as taught in the Word of God.

III.—CHURCH WORK.

In this department instruction is to be given on everything that pertains to a well-organized working church.

Special attention will be given to the peculiar needs of small country churches and mission stations. The instruction is to be of the most practical nature. It is to be accompanied also by such church work upon the part of the students as will fix it firmly in their minds. The following presents the order of study and instruction:

(1) The nature of church organization as taught in the New Testament: (*a*) The elder, bishop, presbyter, minister, or pastor—his office, his qualification, and his duties and responsibilities, both private and public; (*b*) the deacons, their office, qualifications, and duties; (*c*) deaconesses, their place and work in the church; (*d*) church members, their relations to the minister or pastor, also to each other, and their special work and responsibilities; (*e*) church order and discipline.

(2) Church helps as a part of church organization: (*a*) All helps are to be regarded as subordinate to the church itself; (*b*) societies, Christian association, young people's union, Christian endeavor society, literary society, home and foreign missionary society, mission circle, mission band and temperance society, etc.

[1] Rev. A. L. Phillips, secretary for colored evangelization for the Southern General Assembly, Presbyterian Church, in Second Mohonk Conference, pp. 33–35.

(3) The Bible Sunday school as the training school of the church: (*a*) Methods of organizing such a school; (*b*) the officers and teachers, their qualifications, duties and responsibilities, and relation of their work to the church; (*c*) the home school, and the pastor's relation to it; (*d*) mission schools, their organization and management, and their relations to the church; (*e*) teachers' meetings, how best conducted; (*f*) methods of instructing and managing Bible classes, intermediate classes, and primary classes.

IV.—MISSIONARY WORK.

The training in this department is to be strictly practical. The principle "To do is to know" is to be carefully applied. While a knowledge of the best methods of doing missionary work is regarded as very important, actual practice in doing the work is regarded as still more important. Without this latter the former will be of little value, and the training given will be very defective. This practical work, during the school year, is to receive special attention, and will be under the special direction of the teachers. In addition to this practical work, each student will also be required to pursue a systematic course of missionary reading. This course is to include a careful selection of works on the history and progress of missionary effort and a wide range of biographical sketches of eminent and successful home and foreign missionaries of the Baptist and other denominations.

The foregoing is to be hereafter the maximum theological course for each of the home mission schools, except the Richmond Theological Seminary. The president of each school may, however, exercise his discretion in omitting from this course such portions of the work as he may deem necessary in the interest of the class of students who receive instruction.

The full course at the Richmond Theological Seminary includes Hebrew, Greek, Biblical introduction, English interpretation, Biblical theology and ethics, church history, homiletics, psychology, and moral philosophy, and is in short a regular theological seminary, having a course of four years such as was described in the report of this Bureau for 1890–91.

Other schools have courses ranging from two to five years, but generally of three, with the omission of Hebrew and Greek, with the exception of Wilberforce University, which has both in its "regular course;" Gammon Theological Seminary, which has both elective except for candidates for a degree, and Howard University, which has both in its "classical course of theology."

Several missionary courses have been established. That of the Central Tennessee College is called a "Training school for Africa."

There is no charge for tuition in these institutions, and it is believed that lodging is also free. At the Gammon Seminary eight cottages have been erected for the use of married students, and at this school and at others loans and gifts are made to deserving students.

TABLE 1.—*Statistics of institutions for educating the colored race, showing grade of students during 1892–93.*

Location.	Name.	Presiding officer.	Professors and instructors.		Students in—						Professional courses.
					Elementary grades.		Secondary grades.		Collegiate courses proper.		
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12
Athens, Ala	Trinity Normal School.	Miss Katharine S. Dalton.	8	8	70	0	95	30	0	0	0
Marion, Ala	Lincoln Normal School.	Miss M. E. Wilcox.	1	5	72	70	10	22	0	0	0
Mobile, Ala	Emerson Normal Institute.	Jehiel K. Davis	1	6	54	154	11	24	11	24	0
Prattville, Ala	Prattville Male and Female Academy.	No report	....	....	....	....	....	....	....	....	....
Selma, Ala	Burrell School	Rev. A.T. Burnell.	2	6	64	55	63	60	0	0	0
Do	Selma University	.....	4	4	(63)		(179)		(5)		....
Talladega, Ala	Talladega College	Henry S. De Forest.	9	17	199	263	19	24	3	0	15
Tuscaloosa, Ala	Institute for Training Colored Ministers.	Rev. A.L. Phillips.	3	0	0	0	0	0	0	0	25

TABLE 1.—*Statistics of institutions for educating the colored race, showing grade of students, during 1892–93*—Continued.

Location.	Name.	Presiding officer.	Professors and instructors.		Students in—						
					Elementary grades.		Secondary grades.		Collegiate courses proper.		Professional courses.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12
Tuskegee, Ala...	Tuskegee Normal and Industrial Institute.	Booker T. Washington.	30	17	0	0	400	320	0	0	20
Little Rock, Ark.	Philander Smith College.*	.....	6	9	(311)		(28)		(7)		....
Pine Bluff, Ark..	Branch Normal College of Arkansas Industrial University.	Joseph C. Corbin..	6	1	0	0	107	46	64	27	0
Southland, Ark..	Southland College and Normal Institute.	William Russell ..	3	6	42	53	18	19	4	2	0
Washington, D. C.	Howard University...	Rev. J. E. Rankin.	43	7	93	42	75	37	29	4	226
Do.....	Normal School, seventh and eighth divisions.	Lucy E. Moton...	2	5	164	161	3	23	0	0	0
Do.....	Wayland Seminary....	Rev. G. M. P. King.	6	4	28	30	39	33	0	0	27
Jacksonville, Fla.	Cookman Institute....	Lillie M. Whitney.	3	6	99	133	39	30	0	0	13
Live Oak, Fla....	Florida Institute.....	No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tallahassee, Fla.	State Normal College for Colored Teachers.	T. De S. Tucker ..	4	3	0	0	27	39	0	0	0
Athens, Ga.....	Jerual Academy.....	John H. Brown...	1	3	21	16	57	61	0	0	30
Do.....	Knox Institute.....	L. S. Clark.....	3	2	123	134	1	1	0	0	0
Atlanta, Ga.....	Atlanta Baptist Seminary.	Rev. George Sale..	7	3	55	0	85	0	3	0	12
Do.....	Atlanta University...	Rev. Horace Bumstead.	9	20	127	210	53	80	17	17	0
Do.....	Clark University.....	Rev. D. C. John...	6	9	161	167	46	35	6	0	0
Do.....	Gammon School of Theology.	Rev. Wilbur P. Thirkield.	4	0	0	0	0	0	0	0	72
Do.....	Spelman Seminary....	Miss Harriet E. Giles.	1	36	0	671	0	49	0	8	0
Do.....	Storrs School.....	Ella E. Roper.....	0	7	80	170	0	0	0	0	0
Augusta, Ga.....	The Paine Institute...	Rev. Geo. Wms. Walker.	4	2	16	14	61	56	7	2	5
Lagrange, Ga....	Lagrange Academy...	No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McIntosh, Ga....	Dorchester Academy..	Fred W. Foster...	1	7	0	0	7	5	0	0	0
Macon, Ga.....	Ballard Normal School.	F. T. Waters.....	2	11	50	145	60	165	0	0	0
Savannah, Ga....	Beach Institute.....	Julia B. Ford.....	0	6	(385)		(43)		.....		.....
Thomasville, Ga.	Allen Normal and Industrial School.	Katharine B. Dowd	0	6	25	65	4	28	0	0	0
Waynesboro, Ga.	Haven Academy.....	No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berea, Ky.....	Berea College	William Goodell Frost.	9	9	.....	.....	16	22	9	5	0
Lexington, Ky...	Chandler Normal School.	Mrs. L. A. Shaw..	0	9	119	180	5	15	0	0	0
New Castle, Ky..	Christian Bible School.	No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alexandria, La...	Alexandria Academy..	.....do	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Iberia, La..	Mount Carmel Convent.	.....	0	2	30	60	0	0	0	0	0
New Orleans, La.	Leland University.....	E. C. Mitchell....	8	9	141	160	0	0	25	15	0
Do.....	La Harpe Academy...	No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do.....	New Orleans University.	.....	20	10	(110)		(35)		(9)		0
Do.....	Southern University and Agricultural and Mechanical College.	H. A. Hill.....	8	9	214	338	20	48	0	3	0
Do.....	Straight University...	Oscar Atwood	5	20	175	166	97	158	2	1	0
Winsted, La.....	Gilbert Academy and Agricultural College.	W. D. Godman	10	6	80	76	32	19	0	0	0
Baltimore, Md...	Morgan College.....	Rev. Francis J. Wagner.	5	5	86	46	43	24	3	1	5
Princess Anne, Md.	Delaware Academy...	No report.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* For 1891-92.

TABLE 1.—*Statistics of institutions for educating the colored race, showing grade of students, during 1892–93*—Continued.

Location.	Name.	Presiding officer.	Professors and instructors.		Students in—						
					Elementary grades.		Secondary grades.		Collegiate courses proper.		Professional courses.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12
Clinton, Miss....	Mount Hermon Female Seminary.	Sarah A. Dickey..	0	9	63	86	6	24	0	0	0
Holly Springs, Miss.	Rust University	Rev. C. E. Libby ..	9	7	51	141	13	8	7	5	0
Do.....	State Colored Normal School.	E. D. Miller.....	2	1	19	52	57	43	0	0	....
Jackson, Miss...	Jackson College.....	Rev. Charles Ayer	3	5	0	0	73	79	0	0	7
Meridian, Miss ..	Meridian Academy....	No report.....	....	....	....	....	....	....	....	....	....
Natchez, Miss ...	Natchez College.....	.....do	....	....	....	....	....	....	....	....	....
Rodney, Miss....	Alcarn Agricultural and Mechanical College.	T. J. Calloway	12	0	127	7	85	3	38	1	0
Tougaloo, Miss ..	Tougaloo University..	Frank G. Woodworth.	7	12	171	188	20	13	0	0	1
Mill Spring, Mo.,	Hale's College.....	No report.....	....	....	....	....	....	....	....	....	....
All Healing, N. C	Lincoln Academy	.....do	....	....	....	....	....	....	....	....	....
Ashboro, N. C ...	Ashboro Normal School.	.....do	....	....	....	....	....	....	....	....	....
Beaufort, N. C...	Washburn Seminary..	F. S. Hitchcock ...	1	4	45	35	18	17	0	0	0
Concord, N. C	Scotia Seminary	Rev. D. J. Satterfield.	1	15	0	120	0	160	0	0	0
Charlotte, N. C ..	Biddle University	Rev. D. J. Sanders	12	0	110	0	90	0	53	0	17
Franklinton, N.C.	State Colored Normal School.	No report.....	....	....	....	....	....	....	....	....	....
Goldsboro, N. C..	.....do.....	Rev. R. S. Rives...	1	2	0	0	15	81	0	0	0
Greensboro, N. C,	Bennett College.....	J. D. Chavis	3	6	0	0	69	145	5	0	0
Plymouth, N. C..	State Normal School...	H. C. Crosby.....	2	1	0	0	36	104	0	0	0
Raleigh, N. C....	Shaw University.....	Rev. C. F. Meserve	20	6	2	3	100	125	35	16	118
Do.....	St. Augustine Normal School and Collegiate Institute.	Rev. A. B. Hunter.	6	5	34	56	33	31	9	7	12
Salisbury, N. C..	Livingstone College...	.....	5	3	(33)		(174)		(20)		....
Do.....	State Colored Normal School.	F. M. Martin.....	3	1	25	59	13	21	0	0	0
Wilmington, N. C.	Gregory Institute.....	A. F. Beard.....	1	9	97	173	24	56	0	0	0
Windsor, N. C....	Rankin-Richards Institute.	Rhoden Mitchell..	2	1	42	83	11	33	0	0	0
Winton, N. C....	Waters Normal Institute.	Rev. C. S. Brown..	2	1	0	0	67	77	0	0	6
Wilberforce, Ohio	Wilberforce University.	S. T. Mitchell.....	12	6	48	64	23	4	21	4	12
Lincoln University, Pa.....	Lincoln University *...	.....	10	0	(22)		(63)		(143)		....
Aiken, S. C.....	Schofield Normal and Industrial School.	No report.....	....	....	....	....	....	....	....	....	....
Charleston, S. C..	Avery Normal Institute.	Morrison A. Holmes.	2	7	119	150	30	101	0	0	0
Do.....	Wallingford Academy.	Rev. S. A. Grove..	1	5	29	44	56	84	2	11	0
Chester, S. C.....	Brainerd Institute.....	John S. Marquis, jr.	3	5	57	98	5	8	0	0	0
Columbia, S. C...	Allen University.....	.....	7	5	(354,		(45)		(8)		....
Do.....	Benedict College.....	C. E. Becker.....	3	6		(184)			6	4	....
Frogmore, S. C...	Penn Industrial and Normal School.	Misses Towne and Murray.	3	9	114	99	11	6	....	....	....
Greenwood, S. C.	Brewer Normal School.	Rev. J. M. Robinson.	1	7	109	107	11	3	0	0	0
Orangeburg, S. C.	Claflin University, Agricultural College, and Mechanics' Institute.	Rev. L. M. Dunton	23	14	221	203	113	74	21	3	12
Knoxville, Tenn.	Knoxville College.....	J. S. McCulloch...	5	15	71	97	58	64	14	2	0
Memphis, Tenn..	Le Moyne Normal Institute.	No report.....	....	....	....	....	....	....	....	....	....

* For 1891-92.

TABLE 1.—*Statistics of institutions for educating the colored race, showing grade of students, during 1892–93*—Continued.

Location.	Name.	Presiding officer.	Professors and instructors.		Students in—						
					Elementary grades.		Secondary grades.		Collegiate courses proper.		Professional courses.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12
Morristown, Tenn.	Morristown Normal Academy.	Rev. Judson S. Hill.	2	10	123	130	32	27	11	4	0
Nashville, Tenn.	Central Tennessee College.	John Braden	30	12	180	214	11	36	29	10	193
Do	Fisk University	Erastus Milo Cravath.	10	21	107	185	63	136	42	9	4
Do	Roger Williams University.	Rev. Alfred Owen.	6	5	0	0	63	87	41	1	0
Austin, Tex	Tillotson Collegiate and Normal Institute.	Rev. W. M. Brown.	2	10	47	73	24	15	0	0	0
Crockett, Tex	Mary Allen Seminary.	Rev. J. B. Smith	1	13	0	0	0	220	0	0	0
Hearne, Tex	Hearne Academy, Normal and Industrial Institute.	M. H. Broyles	2	3	41	63	4	3	0	0	0
Prairie View, Tex.	Prairie View State Normal School.	L. C. Anderson	8	2	0	0	120	112	0	0	0
Marshall, Tex	Bishop College	N. Nolverton	5	5	38	42	60	70	0	0	26
Do	Wiley University	J. B. Scott	7	5	160	119	16	24	10	7	5
Waco, Tex	Paul Quinn College		4	4	(190)		(26)		(7)		
Hampton, Va	Hampton Normal and Agricultural Institute.	Rev. H. B. Frissell.	24	39	217	90	106	126	0	0	0
Norfolk, Va	Norfolk Mission School.	Rev. J. B. Work	4	6	190	361	32	43	0	0	0
Petersburg, Va	Virginia Normal and Collegiate Institute.	James Hugo Johnston.	7	5	19	28	13	1	16	2	0
Richmond, Va	Hartshorn Memorial College.	Rev. Lyman B. Tefft.	1	7	1	119	0	0	0	0	0
Do	Richmond Theological Seminary.	Rev. Charles H. Corey.	4	0	0	0	0	0	0	0	60
Harpers Ferry, W. Va.	Storer College	N. C. Brackett	4	5	0	0	80	81	0	0	0

TABLE 2.—*Statistics of institutions for educating the colored race which failed to report grade of students, 1892–93.*

Normal schools.	Professors and instructors.	Students.	
		Men.	Women.
Central Alabama Academy, Huntsville, Ala	5	63	89
State Colored Normal and Industrial School, Huntsville, Ala	19	(516)	
State Normal School for Colored Students, Montgomery, Ala	23	395	505
Lincoln Institute, Jefferson City, Mo	7	92	90
State Colored Normal School, Fayetteville, N. C	3	35	71
Whitin Normal School, Lumberton, N. C.*	2	15	12
Schofield Normal and Industrial School, Aiken, S. C	6	140	170
Le Moyne Normal Institute, Memphis, Tenn	16	236	325
Tillotson Collegiate and Normal Institute, Austin, Tex	6	35	34

* For 1891-92.

TABLE 3.—*Colored students in schools for the special classes, 1892–93.*

Names.	Male students.	Female students.
In schools for the deaf:		
Arkansas Institute	12	5
Florida Institute	10	8
Georgia Institute	*(31)	
Kentucky Institution	22	12
Maryland School	10	7
Mississippi Institution	15	13
Missouri School	17	5
North Carolina Institution	29	27
South Carolina Institution	15	8
Tennessee School	18	13
Texas Institution	23	18
Total	*(31) 172	116
In schools for the blind:		
Arkansas School	*(24)	
Kentucky Institution	13	10
Maryland School	13	6
North Carolina Institution	20	14
South Carolina Institution	6	6
Tennessee School	7	6
Texas Institute	29	24
Total	*(24) 91	76

* For 1891–92.

CHAPTER V.

PECUNIARY AID FOR STUDENTS IN UNIVERSITIES AND COLLEGES.

It is a well-known fact that students in universities and colleges contribute but a very small proportion of the funds necessary to carry on these institutions. The comparatively low rates of tuition demanded by them are rendered possible by the large permanent endowment funds obtained from various sources, and by the annual appropriations made by the several States and by the United States Government. The endowment funds are frequently given for certain specified purposes, such as the endowment of professorships, fellowships, scholarships, or some particular department of an institution, while in other cases the disposition of the funds is left to the discretion of the institutions receiving them.

In 1892–93 the income from the productive funds of universities and colleges reported to this Bureau was $5,099,859, or 34.9 per cent of the total income for the year. The amount received from the tuition fees of students was $5,466,810, or 37.4 per cent of the total amount. The balance of the income was made up from State or United States appropriations, and from miscellaneous sources. Nearly all of the appropriations are given to State universities, and, as a rule, tuition in these institutions is free, at least to students from the respective States.

Aid to students is given in various forms—by means of fellowships, scholarships, remission of tuition fees, and by loans and prizes.

Both in this country and in Europe fellowships are given to students who have already obtained at least a baccalaureate degree, or can show that they have received an education corresponding to that indicated by the possession of such degree. In the United States and in France fellowships are given to students who desire to pursue advanced courses of instruction, and as a rule the beneficiaries must study at the institutions furnishing the aid. In France the aid is given by the State, and the recipients must, with few exceptions, pursue their studies at one of the faculties. Some of the fellowships are, however, for use as traveling fellowships; particulars are given in connection with the several institutions on the following pages.

The number of fellowships in the United States is increasing rapidly, at present numbering about 265. An examination of the catalogues of universities and colleges shows that probably the oldest fellowship, founded as such, in the United States is the Harris fellowship at Harvard University, which was founded in 1868 by William Minot, jr., as executor of Henry Harris, with an original endowment of $10,000.

The first traveling fellowship at Harvard was founded by the Hon. George Bancroft in 1871. It may be of interest to note that Mr. Bancroft was the first Harvard graduate that was sent to Germany for study by the university. He went to Göttingen in 1818 and pursued his studies in Europe for three years. In his letter of July 4, 1871, to President Eliot, of Harvard, apprising him of his desire and intention of founding a fellowship, Mr. Bancroft says:

A little more than fifty-three years ago Edward Everett, then Eliot professor of Greek literature, in one of his letters to President Kirkland developed the idea that

it would be well to send some young graduate of Harvard to study for a while at a German university with a view to his being called to a place on the college board. The president approved his suggestion, and his choice for this traveling scholarship fell upon me. Accordingly, in the early summer of 1818, being then in my eighteenth year, I proceeded to Göttingen. After remaining more than three years in Europe I returned to Cambridge, where I held the office of tutor for one year. There being no opening for a permanent connection with the university, I devoted a few years to an attempt to introduce among us some parts of the German system of education, so as to divide more exactly preliminary studies from the higher scientific courses and thus facilitate the transformation of our colleges into universities after the plan everywhere adopted in Germany. But it is not easy to change an organization that has its roots in the habits of the country, and the experiment could not succeed, for it was impossible to introduce the German usage which permits students to pass freely from a private place of instruction to a public one, without the exaction of payments for instruction elsewhere received.

I then applied through the late Judge Charles Jackson, a member of the corporation and a friend of mine, for leave to read lectures on history in the university. At Göttengen or at Berlin I had the right, after a few preliminary formalities, to deliver such a course. It was the only time in my life that I applied for an office for myself, and this time it was not so much an office as a permission that I desired. My request was declined by my own alma mater; so that I had not the opportunity of manifesting my affection for her by personal services; and my life has had, in consequence, unexpected variety and independence. But wherever my lot has been thrown I have always preserved in freshness and strength the love which I bore to Harvard College in my youth; and now, in my old age, I still gladly seek an opportunity of proving that attachment.

I wish, therefore, to found a scholarship on the idea of President Kirkland, that the incumbent should have leave to repair to a foreign country for instruction. Merit must be the condition of the election to the scholarship; no one is to be elected who has not shown uncommon ability, and uncommon disposition to learn. Of course the choice should fall on someone who needs the subsidy.

You, sir, as the successor of Dr. Kirkland, may know the funds out of which came the modest but sufficient stipend which I received; and if so, I leave it to you and the corporation to impose any limitations that you think right. Otherwise, residence at the university, but not for more than three years, may be required. But the residence should have reference to any of the schools of divinity, law, or medicine, or of mines, or of science, or of any other school that is or may be founded, not less than to the classes of the undergraduates. I think, in an exceptional case, there should be authority to name the scholar from any place, without any previous residence at Cambridge; and if you and the corporation approve, I wish it to be so established.

The scholarship should be held by no one for more than three years, and during that time should be renewed from year to year; but only on evidence that the scholar is fulfilling the purpose of the endowment. I leave to you and to the corporation to circumscribe, if, from the considerations already referred to, you think best, the objects of study to which the incumbent should devote himself. But, for my own part, I am willing the scholarship should be given to any young person likely to distinguish himself in either of the learned professions, or in any branch of science, or in architecture, sculpture, painting, music, or letters.

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One word more. The incumbents of the scholarship may perhaps be afterwards drawn into the corps of professors at the university. Should they render no such service, and should they be prospered in life, I wish each of them so prospered to be reminded, and, excepting always those permanently connected with the university as instructors and those whose moderate wants press upon their means, I thus in advance charge them to imitate my example in rendering aid, through Harvard College, to the cause of arts and letters, of science and learning.

In his book entitled American Colleges, Dr. Charles F. Thwing, now president of Western Reserve University, Cleveland, Ohio, says:

The purposes which the fellowship system, as it is now being established in American colleges, is intended to serve are the advancement of scholarship and the promotion of original thought and investigation. A fellowship in an American college is not, as often it is in the English universities, a sinecure. It is not simply the reward for success in passing a series of examinations; it is not merely the ladder by which the student is to climb to distinction, but it is a privilege by the fit use of which he can advance the higher learning and enlarge the boundaries of human knowledge. The fellowship allows the young graduate possessing genius for a certain line of investigation but not possessing the pecuniary means for his support to pursue studies the result of which shall honor not only him but also scholarship. It

permits the penniless student interested in philosophy to pursue his philosophy and the student of science to continue his chemical or zoological investigations. Without its aid the one would be obliged, for example, to devote his powers to professional studies for the ministry, and the other to medicine, professions for which each feels he is by nature unfit. The fellowship system, therefore, in American colleges is the most direct aid to the higher scholarship and to culture.

In the foundation and administration of fellowships in our colleges, however, the strict observance of certain rules is necessary to the attainment of their highest usefulness. It is the failure to observe the first two of the three following suggestions that has brought the English fellowship system into considerable disrepute among certain classes of English society.

(1) The fellowship should not be bestowed merely as a reward for high scholarship, but principally as the means for prosecuting original research in a comparatively new department of study.

(2) It should seldom be held for more than three, or at most, for more than four years. The progress which the fellow makes in this length of time enables him, with but little outlay of time or strength, to give instruction sufficient to provide for his pecuniary needs. The fellowship in such a case should at once be reassigned.

(3) If the fellow resides in Germany, as he usually will, he should be made a sort of corresponding member of his college faculty. The information which he could transmit regarding the educational movements occurring in the German gymnasia and universities would prove of much service to American colleges and American scholarship.

Speaking of the fellowships in English universities, Dr. Thwing says:

> The conditions under which the fellow enjoys his annuity are usually very few and liberal. He is at liberty to pursue almost any line of intellectual labor. In many cases his position is a mere sinecure, and involves no actual work. In other cases it is, and in all cases may be, most effectually used for the advancement of the higher learning.

In some of the English universities certain fellowships are reserved for specified professors and some of the college offices are held by fellows. After holding such offices for a certain length of time the fellows are entitled to retain their fellowship during life. In the majority of other cases the tenure of a fellowship in the English universities is now limited to seven years. Comparatively few of the fellowships in the English universities are provided by specific gifts or bequests. As a rule, a certain proportion of the income of a college is set aside, by statute, for a specified number of fellowships which are known as foundation fellowships.

While fellowships are, as a rule, for the use of graduate students, scholarships are for the use of both graduate and undergraduate students. Scholarships do not generally have as great a pecuniary value as fellowships, and are much more frequently bestowed after competitive examinations. The catalogues of universities and colleges, not only of this country but also of foreign countries, show that the requirement most frequently exacted of candidates for aid is that they be indigent or that without the aid granted by a scholarship they would be unable to pursue their studies. In many institutions in the United States, especially such as are under the control of religious denominations, another favored class is found in students preparing for the ministry or for missionary work, and in children of clergymen. To such students either free tuition or a liberal discount on the regular rates of tuition is granted.

The first scholarship in an American college was founded in Harvard College by Lady Ann Mowlson, of London, in 1643 by a gift of £100, the income of which was to be paid to some poor scholar until he shall attain the degree of master of arts. This gift was at first held by the colony of the Massachusetts Bay, and in 1713 was paid over to the college with accrued interest from 1685, by the provincial treasurer. In the early part of the last century this fund was probably mixed with other college funds and formed part of the stock account. In 1893 the scholarship was reestablished with a principal of $5,000 taken from the stock account.[1]

An attempt has been made to collect information concerning the value, tenure, and conditions for obtaining scholarships and fellowships in the several institutions

[1] Annual catalogue of Harvard University, 1893–94.

of the United States, England, France, and Germany. No attention has been paid during this research to prizes which are granted for excellence in certain studies and which do not require the student to continue his studies. Neither has account been taken of the aid given by loan funds, which aid must be returned, frequently with interest at a low rate, by the student. The aid given to students is as follows:

1. UNITED STATES.[1]

UNIVERSITIES AND COLLEGES.

Howard College, East Lake, Ala.—The sons of ministers engaged in the active work of the ministry pay one-half the tuition fee. Students who comply with the regulations of the ministerial board at Montgomery, Ala., are furnished $138 per session to assist in the defrayment of their expenses for board at Howard College. Such students are given tuition free. Other ministerial students will be given free tuition on presentation of licenses from their churches. The aid indicated applies only to ministerial students from Baptist churches in Alabama. Ministerial students from without the State are furnished tuition free.

Southern University, Greensboro, Ala.—Offers free tuition to two young men from each presiding elder's district in the Alabama or north Alabama conference. Candidates must be 21 years of age, be prepared for the freshman class, be a member of the Methodist Episcopal Church South, be unable to pay his tuition, and bring a recommendation from his pastor and presiding elder. Such free scholarships may be held for two years. Sons of itinerant Methodist ministers and students preparing for the itinerant Methodist ministry receive free tuition.

University of Alabama, University, Ala.—Tuition in the collegiate department is free to all students who are bona fide residents of Alabama. There are also five post-graduate scholarships open to graduates of the university. They give free tuition, board, lights, fuel, and attendance for one year.

University of Arizona, Tucson, Ariz.—There is no charge for tuition in any of the departments of the university except in the schools of art and business.

Ouachita College, Arkadelphia, Ark.—Young ministers and children of ministers who are actively engaged in ministerial work receive free tuition.

Arkansas College, Batesville, Ark.—No one of any promise will be denied entrance on account of inability to pay tuition fees.

Hendrix College, Conway, Ark.—There is a scholarship for each presiding elder's district in the State. Candidates must be needy of aid. The scholarships entitle to free tuition, and may be renewed from year to year. There is also a scholarship entitling to free tuition for one year for a teacher from each county in the State. Also a scholarship entitling to one year's collegiate tuition to the best student in each Arkansas school in which the course of study prepares for the freshman class.

University of California, Berkeley, Cal.—The fellowships are as follows: (1) The Le Conte memorial fellowship, income $500 per annum, is awarded annually by a board of administration elected by the alumni association. Candidates must be graduates of the University of California of not more than three years' standing. The sole test is superior excellence, and the holder must pursue his studies either at the university or elsewhere, as the board may determine. (2) The Hearst fellowships in astronomy, value not given, are for students who have already made decided progress in their work; candidates for higher degrees are preferred; (3) 4 university fellowships, each yielding $600 annually—2 in philosophy, 1 in mathematics, and 1 in mineralogy. The appointees devote their attention to graduate study and assist in the work of their department.

The scholarships are as follows: The Harvard Club scholarship, not less than $200, is awarded annually to some graduate of the University of California to be used in graduate study at Harvard University. The Phebe Hearst scholarships for women are 8 in number, each yielding $300. The qualifications are noble character and high aims, and it is understood that without this assistance a university course would be impossible. The Hinckley scholarship of $300 is awarded annually to some young man in the university of the State or some other school.

Tuition in the College of Letters and the colleges of science is free to all students.

California College, Oakland, Cal.—There are 3 scholarship funds of $5,000 each and 1 scholarship fund of $1,000. (Report of president for 1892.)

Leland Stanford Junior University, Palo Alto, Cal.—Tuition is free in all departments of the university.

Pacific Methodist College, Santa Rosa, Cal.—Sons and daughters of itinerant preachers are not charged tuition; neither are young men who have entered the ministry, or are contemplating such a step.

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[1] Unless otherwise stated the information concerning individual institutions was taken from the annual catalogues for the year 1892-93.

University of Colorado, Boulder, Colo.—There is no charge for tuition in any department.

Colorado College, Colorado Springs, Colo.—The income of the following scholarships is devoted to the aid of worthy students who may need assistance in completing their course: Two of $500 each; 1 of $700; 1 of $300, and 1 of $1,000. Several other scholarships are supported by annual subscriptions.

University of Denver,[1] *University Park, Colo.*—There is a fellowship, income $100 per annum, offered to graduates of the College of Liberal Arts who pursue post-graduate studies in medicine, law, theology, or philosophy.

Trinity College,[1] *Hartford, Conn.*—There are 3 scholarships, income $200 each per annum, bestowed after a competitive examination in the sophomore year on students obtaining an education with a view to the sacred ministry and needing assistance; 6 scholarships, which cover the charges for tuition, room rent, fuel for recitation rooms, and other general objects; 4 scholarships, of $30 per annum, are bestowed, 1 in each year, on students from the public schools of Hartford; 1 scholarship, income from $3,000; 1 of $300 per annum; 3 scholarships, income from $50,000; 4 scholarships of $60 per annum; 23 scholarships furnish free tuition; 2 scholarships nonproductive at present. There is also a fund of $15,000, the income of which is divided in sums of $100 among needy students. The Kirby scholarships have an aggregate value of $300 a year. There are also some funds in the hands of church societies for ministerial students needing assistance.

Wesleyan University,[1] *Middletown, Conn.*—A limited number of scholarships exempting the holders from the charge for tuition have been established for the use of deserving students needing assistance. In addition to these there are: (1) A scholarship of $100 per annum, given annually to a member of the senior or junior class who is preparing for the ministry and is already a licentiate in the Methodist Episcopal Church; (2) the income of $5,000 is awarded to that member of the senior class who shall pass the best examination in Greek, provided he devote the ensuing year to classical study in residence in the university, or in connection with travel or residence abroad.

Yale University,[1] *New Haven, Conn.*—The Douglas fellowship, with an income of $600 a year, is given annually to a recent graduate of Yale College pursuing nonprofessional studies in New Haven; it may be held by one person for not more than three years. The Soldiers' Memorial fellowship, of $600 a year, is given to a graduate of Yale College of not more than three years' standing; the holder shall pursue nonprofessional studies, and may retain the fellowship for not exceeding five years; preference shall be given to one who has shown special proficiency in Greek, and the fellow may spend a part or the whole of his time of incumbency in Athens, instead of in New Haven. The Silliman fellowship has an income of $600 per annum, and is awarded to a graduate of Yale College who has given evidence of proficiency and promise in physical science; the incumbent is elected annually, but no person can hold the fellowship for more than three years. The John Sloane fellowship in physics has the income from $10,000, and is awarded annually to a graduate of Yale College for proficiency in physics, and who gives promise of success in the prosecution and application thereof. The incumbent shall reside in New Haven at least thirty-six weeks in the year, pursuing a course of study in physical science, and acting as an assistant in the physical laboratory; he may be reelected, but shall not hold the fellowship for more than three consecutive years. The Scott Hurtt fellowship, with a foundation of $12,000, is awarded annually to a graduate of Yale College of not more than three years' standing at the time of his first appointment; the incumbent may be reelected annually until he has held the fellowship for three years, and must pursue a scholastic, professional, or scientific career in which he gives promise of success. He may be required to reside in New Haven one year of thirty-six weeks, but with this exception he may attend any foreign university or the American School of Classical Studies at Athens. Five fellowships of $400 each are open to graduates of all colleges, but preference is given to those who have already spent at least one year in graduate study. The Hooker fellowship of $600 a year is assigned to a member of the graduating class of the theological school who has been connected with the school for at least two years; it may be held for two years, and the holder is expected to pursue a course of theological study at New Haven, or in Europe or Palestine. The Dwight fellowship of $500 per annum gives the same privileges for one year that are offered by the Hooker fellowship.

The Berkeley scholarship of about $60 a year is awarded to the student in each senior class who passes the best examination in certain Greek books, provided he remain in New Haven as a graduate, one, two, or three years. The Clark scholarship, the income of $2,000, is given to the senior who has attained the highest rank in the studies of his course, provided he remain in New Haven for one or two years and pursue a nonprofessional course of study. The Bristed scholarship, of about

[1] Annual catalogue, 1893–94.

$100 a year, is awarded, whenever there is a vacancy, to the student in the sophomore or junior class who passes the best examination in the classics and mathematics; the successful candidate receives the annuity (forfeiting one-third in case of nonresidence) until the end of the third year after graduation. The Foote scholarships (4 in 1893), yielding $500 a year each, are awarded annually to graduates of Yale College who remain in New Haven for one or more years pursuing studies in the graduate department. The (3) Larned scholarships, each having a fund of $7,000, are bestowed 1 to each senior class; the incumbent must reside in New Haven and pursue a course of graduate study. The Macy scholarship, the income from $10,000, is given to a recent graduate of distinguished scholarship, who may hold it for three years; he must reside in New Haven and pursue a course of nonprofessional study. The Woolsey scholarships, each having the income from $1,000, are awarded in successive years, 1 to the student in each freshman class who passes the best examination in Latin composition, in the Greek of the year, and in algebraic problems. The scholarship may be held for four years; the student who stands second at this examination receives for one year the income of the Hurlbut scholarship fund of $1,000, and the student who stands third, the income for one year of the Third Freshman scholarship fund of $1,000. The W. W. De Forest scholarship, income from $2,000, is given to a student in each senior class who has attained distinction in the study of French, provided he pursue for the year after graduation a further course in the modern languages, especially French, Spanish, Portuguese, or Italian, under the direction of the faculty. The Scott Hurtt scholarship, the income from $5,000, is assigned each year to a member of the sophomore class on the ground of approved scholarship; one-half of the income will be paid during his junior year, and one-half during his senior year. The income from the T. G. Waterman fund of $40,000 is given to not more than 3 scholars of limited means who have distinguished themselves in their studies; the incumbents are chosen from the senior or junior class, or from graduates of not more than two years' standing. The income from the A. B. Palmer scholarship fund of $5,000 is paid during his college course to a student in need of beneficiary aid, of unexceptionable character, and of high rank in scholarship. Twenty graduate scholarships of $100 each per annum are open to graduates of all colleges. In addition to the above, the sum of $20,000 and upward is annually applied for the relief of students who need pecuniary aid, especially of those preparing for the ministry. There is also a loan fund, the income of which is used for scholarships; also a considerable number of scholarship funds, each yielding $115 a year, the income of which is appropriated to worthy applicants in the undergraduate department.

In 1892–93 there were 82 free tuition scholarships in the Sheffield Scientific School for citizens of Connecticut. The Holmes scholarship of $50 a year is awarded to a citizen of Middlebury, Prospect, Waterbury, or Wolcott, Conn.

In the Yale divinity school there are 5 scholarships of $200 each offered to candidates for admission to the graduate class. These scholarships are assigned in part to members of the graduating class of this school, and in part to graduates of other theological schools. Students of the junior, middle, and senior classes, whose circumstances require it, receive $100 a year. Additional aid to the amount of $75 annually is furnished by the American College and Education Society to its beneficiaries. In addition to this aid there are 10 scholarships of $50 each for members of the junior class. Candidates must be college graduates.

Delaware College, Newark, Del.—Tuition is free to all Delaware students.

Columbian University, Washington, D. C.—The Kendall scholarship, running for six years, two in the preparatory school and four in the college, is conferred annually on the best scholar in the public high school. Students on this foundation pay semiannually a fee of $8 for fuel, servants' wages, etc.

Howard University, Washington, D. C.—No tuition is charged in the theological, normal, preparatory, and college departments. Aid is given to worthy students who need it, so far as funds allow.

Gallandet College,[1] *Washington, D. C.*—Congress makes provision for the free admission of residents of the District of Columbia, who have not the means of supporting themselves, and for a limited number from the States and Territories.

John B. Stetson University, De Land, Fla.—There are 3 scholarships which provide for the entire support (exclusive of clothing and books) of one student each.

Florida Conference College, Leesburg, Fla.—Children of traveling preachers and young preachers preparing for the ministry are not charged for tuition in the literary course.

University of Georgia, Athens, Ga.—There are a certain number (2 in 1892–93) of fellowships in English, modern languages, and biology, the income of which is fixed annually by the board of trustees; competition is open to graduates of this and other institutions; fellows must perform any duties assigned them by the head of their department, and pursue a course of advanced study; fellowships are held for one year, with privilege of renewal. Tuition in the college department is free.

[1] Circular 1893.

Atlanta University, Atlanta, Ga.—There is 1 scholarship fund of $10,000, 2 of $5,000 each, 2 of $1,000 each, 1 of $500, and 1 of $300.

Mercer University, Macon, Ga.—Tuition is free in the college and theological departments. There is a fund from which $13 per month for board and $65 per annum for tuition and incidentals is allowed indigent students from Jones County. Hiwassee high school holds a scholarship free from all charges for two years, awarded for superior scholarship.

Emory College, Oxford, Ga.—The sons of itinerant preachers are not charged tuition in the college classes. This rule applies to all the annual conferences. The sons of pastors in other churches are granted the same privileges.

Clark University, South Atlanta, Ga.—There is no tuition fee charged any student.

University of Idaho, Moscow, Idaho.—Tuition in all departments, except music, is free. There are no fees or extras of any sort.

Blackburn University, Carlinville, Ill.—Students for the ministry may receive from the board of education of the Presbyterian Church aid, on a scholarship basis, to the amount of $150.

Carthage College, Carthage, Ill.—There is 1 scholarship, the benefits of which are available for a member of the sophomore class.

University of Illinois, Champaign, Ill.—There are 4 fellowships of $400 each per annum, tenable for one year, open to graduates of this or other similar institutions; appointments are made on the grounds of good character, high attainments, promise of distinguished success, and of usefulness to the university; incumbents are required to teach five to ten hours a week during the year, and to devote the remaining time to graduate study.

There is 1 scholarship for each county in the State, the holder of which may attend the university for four years, free of charge for tuition and incidental fees; the value of this scholarship is $90, and is filled by competitive examination. Scholarships are offered to high schools on the accredited list, one a year to each school, tenable for two years; they are filled by competitive examination in the several schools. There are also a number of military scholarships, good for one year and covering the charge for term fees, open to students who have distinguished themselves in military science and tactics.

University of Chicago, Chicago, Ill.—There are 20 fellowships, each yielding $520 per annum, and 20 yielding $320 each per annum, out of which sums the university fees must be paid. There are also honorary fellowships yielding no income and requiring no service, assigned as a mark of distinction in special cases. There are also special fellowships as follows: One of $400 in Latin; 1 of $300 in political economy; 1 of $400 in English; one of $400 in history, and 1 of $300 in comparative religion. The appointment to a fellowship is based upon proficiency already obtained in a department, and it is desirable that the student should have already spent one year in resident graduate study; special weight is given to theses. Fellows are expected to render assistance of some kind in connection with the work of the university. Appointments are made annually.

Eureka College, Eureka, Ill.—Young men preparing themselves to become ministers of the gospel may obtain free tuition.

Northwestern University, Evanston, Ill.—There are 2 fellowships of $400 each in biology and chemistry, tenable for one year, which must be spent at the university. Incumbents are required to give limited assistance in the work of instruction.

There are 51 State scholarships, 1 for each senatorial district, tenable for the period of undergraduate study; holders are entitled to free tuition, and are nominated by the State senators. The Parkhurst scholarship, the interest on $1,000, is for lady students needing assistance. The Methodist Episcopal Church scholarship, the interest on $1,000, is for the benefit of meritorious students. The Chicago Herald scholarship affords free tuition and incidental expenses. The Marcy scholarship in biology entitles the holders to a table at the marine biological laboratory at Woods Holl, Mass. No more than 3 students may be appointed for one season.

Ewing College, Ewing, Ill.—No tuition is required of ministerial students.

Knox College, Galesburg, Ill.—Students who have the Christian ministry in view may receive aid from certain educational societies, if their circumstances require it, to the amount of $75 to $100 a year. Aid to the amount of $100 a year may also be obtained by students in the full classical course.

Lombard University, Galesburg, Ill.—There are 15 scholarships, each having the income from $1,000.

Illinois College, Jacksonville, Ill.—There are 6 scholarships, each entitling 1 student to enjoy the privileges of the institution free of charge, and 2 offering free tuition to students preparing for the ministry. There are also 2 scholarships paying tuition and incidental expenses in the preparatory department.

Lake Forest University,[1] *Lake Forest, Ill.*—There are 18 scholarships. Of these, 6 are available for college students in needy circumstances, 1 having the income from

[1] Annual catalogue, 1893–94.

$5,000, 1 from $1,500, 2 from $500, 1 from $125, and 1 from $78. Three scholarships having a principal of $1,500 and 1 of $500 are open for needy students preparing for the ministry of the Presbyterian Church. Two having a principal of $1,000 are at the disposal of the founders. Two trustee scholarships are awarded annually. Four alumni scholarships of $60 a year each are open to deserving students of the college. The income from a fund of $5,000 is available for students preparing for the ministry of evangelical churches. Students for the ministry who need assistance are granted free tuition.

Shurtleff College, Upper Alton, Ill.—Students preparing for the ministry receive free tuition, provided they need it. There are also several scholarships.

Wheaton College, Wheaton, Ill.—There are 2 scholarships, each of which pays tuition and room rent for 1 student.

Indiana University, Bloomington, Ind.—Tuition is free in all departments except the school of law. A scholarship is awarded each year to the best student in the graduating class of each of the commissioned high schools of the State, which entitles the holder to admission free of incidental fees, which amount to $15 per year.

Wabash College, Crawfordsville, Ind.—A fellowship, the income from $5,000, is awarded to that member of the graduating class who shall have done special work in English, and who shall continue his studies in that department. No tuition is expected of the sons of clergymen in active pastoral service. The college has a number of loan funds.

Franklin College, Franklin, Ind.—Students for the ministry and missionary service have tuition free upon certain conditions. Beneficiary aid is given to indigent students for the ministry.

Hanover College, Hanover, Ind.—Tuition is free.

Earlham College, Richmond, Ind.—There are 20 scholarships of $65 each per annum, open to men or women. There is also a scholarship for the best graduate of any commissioned high school in Indiana or of any academy which is recognized as a preparatory school to Earlham College; holders of these scholarships are exempt from all charges for tuition in the regular courses of study.

Coe College, Cedar Rapids, Iowa.—There is 1 scholarship of $250 per annum. The board of trustees also confer free tuition for four years to that student who has graduated with the highest honors at an academy or high school in the State.

Des Moines College, Des Moines, Iowa.—The college is entitled to appoint each year 3 of its graduates for graduate work in the University of Chicago. The value of each fellowship is $120; the appointment is made on the basis of superior scholarship.

Drake University, Des Moines, Iowa.—The income from $500 is bestowed upon indigent students.

Parsons College, Fairfield, Iowa.—There is 1 scholarship having the income from $1,000, and 12 having the income from $500.

Iowa College, Grinnell, Iowa.—The American Education Society assists young men in college classes preparing for the ministry. The income from $1,500 is given to young men preparing for the ministry. Four scholarships are awarded to the best scholars in any department of the college who need and seek such aid. Two scholarships are given to young women in the classical course. One scholarship furnishes annual tuition to a student from Muscatine. One offers tuition to a needy and worthy student. The income from $1,200 is given to young women. There are 17 Goodnow scholarships for young women. The income from $500 is given each year to a member of the senior class. The income from $500 is given to a beneficiary selected by the Congregational Church at Upper Montclair, N. J., or by the faculty. Two Egbert scholarships furnish tuition to 2 young women. The Gear Rand scholarship has the income from $500. The income from $500 is used for the tuition of a student selected by the Congregational Church at Gilbert Station, Iowa, or by the trustees.

State University of Iowa, Iowa City, Iowa.—There is 1 fellowship (value not given). In 1892-93 free tuition was given to 35 students.

Cornell College, Mount Vernon, Iowa.—There are 12 scholarships endowed with $500 each and 1 with $1,000 for young men and women. The income from $5,000 is also paid to worthy and needy students.

Penn College, Oskaloosa, Iowa.—A fellowship of the annual value of $300 is offered by Haverford College. The candidate must be a graduate and recommended by the president of Penn College. Bryn Mawr College offers to a lady of the senior class a graduate scholarship of the annual value of $400. There are also 2 undergraduate scholarships.

Central University of Iowa, Pella, Iowa.—Students for the ministry get free tuition.

Tabor College,[1] *Tabor, Iowa.*—There are 8 scholarships covering tuition fees.

St. Benedict's College, Atchison, Kans.—There is 1 scholarship, which offers some apt, diligent, and deserving pupil an opportunity of finishing his classical course gratis.

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[1] Report 1892-93.

It is conferred after a competitive examination. Candidates must study for the priesthood, and be prepared to enter the fourth year of the classical course.

Highland University, Highland, Kans.—Students for the ministry have free tuition.

University of Kansas, Lawrence, Kans.—Tuition is free in all departments of the university, and no contingent or admission fee is required of residents of the State.

Bethany College, Lindsborg, Kans.—The interest of $1,500 is used annually in assisting needy and worthy lady students.

Washburn College, Topeka, Kans.—The interest on beneficiary funds is used annually to aid needy and deserving students, men and women. Young men studying for the ministry can secure aid to the amount of $75 a year.

Berea College, Berea, Ky.—Tuition is free. Seventy-three students also receive a rebate of $9 a year from the incidental fee of $13.50.

Ogden College, Bowling Green, Ky.—Tuition is free to residents of Kentucky (number limited).

Centre College, Danville, Ky.—Sons of ministers and all other young men of limited means receive free tuition.

Eminence College, Eminence, Ky.—Young men preparing for the ministry receive free tuition.

Georgetown College,[1] *Georgetown, Ky.*—There are 5 free scholarships for indigent young men of Scott County, Ky., to be filled by competitive examination. There is also a fund of $8,000, the income from which is used to help poor young men preparing for the gospel ministry.

South Kentucky College,[1] *Hopkinsville, Ky.*—Sons and daughters of ministers receive free tuition.

Central University, Richmond, Ky.—There are 79 scholarships, endowed with $1,000 each, which furnish free tuition. Candidates for the ministry and sons of ministers are received without charge for tuition.

Bethel College, Russellville, Ky.—Licentiates of Baptist churches and sons of active ministers receive free tuition ($55 per year). Free tuition is also given to 10 pupils of the public schools of Logan County and 10 from other counties in the State.

Kentucky Wesleyan College, Winchester, Ky.—Young men preparing for the ministry and all sons of ministers receive free tuition. Any minister in regular work in the Kentucky, western Virginia, or Louisville conference may send, free of tuition, any young man or young woman in need of such help.

Louisiana State University, Baton Rouge, La.—Tuition and rooms are free to all cadets.

Keatchie College, Keatchie, La.—Ministerial students and children of active ministers receive free tuition.

Tulane University, New Orleans, La.—There are 15 graduate scholarships open to graduates of all colleges; they furnish free tuition and $150 per annum to each holder, and are tenable for one year; holders may be reelected for one additional year; 3 scholarships each will be assigned to classical, literary, scientific, and engineering courses, and 3 in any course thought desirable; holders may be called upon to render assistance to professors. There is also 1 scholarship, giving free tuition, for each senator and representative in the State, 1 for the Tulane high school, and 1 for the city high school. The number of free scholarships in 1892–93 was 147.

There are also 2 scholarships in the H. Sophie Newcomb Memorial College for lady graduates of the New Orleans public high schools; each has the income from $1,500.

Bowdoin College,[2] *Brunswick, Me.*—There are for ministerial students 4 scholarships, endowed with $1,000 each, and a fund of $6,600. There are also 21 general scholarships endowed with $1,000 each, 1 with $2,000, and 2 with $2,500; 2 scholarships, the income from $2,000 each, are for students from Bangor Theological Seminary; 4 of $75 each per annum for students who graduated in Portland high school; the income from $5,000 at 6 per cent is given to the student in each sophomore class who obtains the highest rank in the mathematical studies of the first two years; the income from $2,500 is for deserving students, preference being given to natives and residents of Buxton; the income from $6,000 is given preferably to students from Lawrence Academy, Groton, Mass.; the income from $4,000 is for aid to deserving students.

Bates College, Lewiston, Me.—There are 42 scholarships giving free tuition.

Colby University,[2] *Waterville, Me.*—There are 70 endowed scholarships, amounting to $80,000. The income, varying from $36 to $90 each per annum, is given to worthy students needing aid.

St. John's College, Annapolis, Md.—There is 1 scholarship furnishing tuition, board, fuel, lights, and washing for each senatorial district in the State, tenable for four years; also 26 State scholarships furnishing free tuition; 15 tuition scholarships, tenable for four years, are available for students from Annapolis; all sons of clergymen get free tuition.

Johns Hopkins University, Baltimore, Md.—There are 20 fellowships of $500 each per annum awarded annually; they are open to graduates of all colleges; holders

[1] Annual catalogue, 1891–92.

[2] Annual catalogue, 1893–94.

may be reappointed and must pay the regular tuition fees. The Bruce fellowship in biology has the income from $10,000; holders may be reelected twice; candidates must be not more than 30 years of age at the date of election; the holder is exempt from charges for tuition.

There are 20 graduate scholarships; 10 are awarded in June to members of the graduating class, and 10 are awarded in January to graduates of this or other institutions who have been studying here during the previous part of the session; they are worth $200 per annum and tenable for one year. There are also 15 scholarships for each of the States of Maryland, Virginia, and North Carolina. Of this number 9 in each State entitle to free tuition and 6 to free tuition and $75. Two scholarships furnishing free tuition are awarded to undergraduate students from the District of Columbia; they are tenable for one year, but the holders may be reelected.

Loyola College, Baltimore, Md.—There are 7 scholarships endowed with $1,000 each.

Washington College, Chestertown, Md.—Two students from each county on the Eastern Shore are received free of all charge for board, room rent, tuition, and textbooks.

Western Maryland College, Westminster, Md.—One student is received from each senatorial district free of all charge for tuition, board, fuel, light, and washing. Free tuition is also granted to students preparing for the ministry of the Methodist Protestant Church and to children of all ministers in Westminster and of ministers of the Methodist Protestant Church.

Amherst College, Amherst, Mass.—The Kellogg fellowship awards the income of about $30,000 for seven years to an alumnus of Amherst of not more than six years' standing; the holder shall be well equipped for study and research and have an especially good knowledge of the Latin and German languages; the first three years shall be spent at a German university (or, with the approval of the faculty, at any other place or places) in the study of philosophy, philology, literature, history, political science, political economy, mathematics, or natural science; the last four years must be spent as a lecturer at Amherst, but not more than 30 lectures shall be given in a year, and he shall not be required to reside at Amherst more than one college term of any year. The Hitchcock fellowship of $250 is awarded annually to the senior class for excellence in history and the social and economical sciences. The Pope fellowship of $250 is awarded annually to a member of the senior class for proficiency in physics.

The beneficiary funds of the college are over $180,000. Except as otherwise provided by the donors, the income of this is distributed among students of high character and good scholarship, but of slender means. The charitable fund of $83,500 is used exclusively in aid of those studying for the Christian ministry; the Stone scholarship fund of $25,000 is used preferably for sons of missionaries and ministers; the income from the other funds is unrestricted.

Boston University, Boston, Mass.—There are 2 fellowships of $500 each per annum, 1 of which is for the school of theology and the other for the college of liberal arts; they are tenable for one year, but holders may be reelected for a second year; they are available for residence in this or foreign institutions.

In the college of liberal arts there are: The Warren scholarship of $100 per annum; 32 Rich scholarships for young men and 32 for young women of $100 each per annum; 1 Washington scholarship of $100 per annum, open to Washington, D. C., high school graduates alternately to men and women; 1 Woodvine scholarship of $100 per annum; and 40 university scholarships of $100 each per annum. Through the generosity of private individuals several annual scholarships or gifts of $100 each have been granted to students.

In the college of agriculture there are 91 free scholarships and funds amounting to $3,000, the income of which is used to aid worthy students needing assistance.

In the school of law a limited number of free scholarships to the amount of $100 each have been established for the second and third years, to be awarded to students who have been members of the school for at least one full year.

In the school of medicine there are a number of scholarships for young men and women; particulars not given.

Harvard University,[1] *Cambridge, Mass. (graduate school).*—Some of the fellowships and all of the scholarships are restricted to resident students; some fellowships permit study abroad; nonresident appointments are awarded only to graduates of some department of Harvard, or to a student who has pursued his studies at Harvard for several years; resident appointments may be bestowed on persons not previously members of the university; appointments are made for one year only, but may be renewed. The fellowships are as follows:

The Harris fellowship of $500 per annum is awarded to a graduate of acknowledged excellence in one or more departments of literature or science who is in need of such aid; residence at Cambridge is required unless excused for substantial reasons;

[1] Annual catalogue, 1893–94.

marriage is a disqualification; studies for the professions of law, medicine, or theology are excluded from the studies of the recipient. The 2 Rogers fellowships of $750 each per annum are awarded to graduates of Harvard college; incumbents may reside abroad. The 4 Parker fellowships of $700 each per annum are awarded to graduates of any department of Harvard; the holder must devote himself to a course of study approved by the faculty of arts and sciences; incumbents may study abroad. The J. T. Kirkland fellowship of $550 per annum is awarded to a person who has resided at least three years at the university as a member of one of the departments; it may be awarded to any young person likely to distinguish himself in either of the learned professions, or in any branch of science, or in architecture, sculpture, painting, music, or letters; the incumbent may study abroad. The James Walker fellowship of $500 per annum is awarded preferably to a student of ethics or metaphysics. The Morgan fellowships, 4 of $500 each and 2 of $400 each, are awarded annually to persons who must reside in Cambridge; a degree is not a necessity for appointment. The John Tyndal scholarship of $500 per annum is awarded to a graduate or a student in some department of Harvard who has shown decided talents in physics; the incumbent may reside abroad. The Robert T. Paine fellowship of $500 per annum is awarded to a graduate of any department of the university wishing to study either at home or abroad the ethical problems of society and the efforts of legislation, governmental administration, and private philanthropy to ameliorate the lot of the masses of mankind. The 3 memorial fellowships of $450 each are awarded to graduates of Harvard or other institutions for study at Harvard or abroad in political economy; 1 in constitutional or international law; 1 in ethics in its relations to jurisprudence or to sociology. The scholarships assigned to the graduate school are as follows: One Derby scholarship of $250 per annum; 1 Goodwin scholarship of $300 for a student of classical philology; 1 Savage scholarship of $300; 7 Shattuck scholarships of $300 each for the benefit of needy persons of superior merit pursuing the study of any language or languages or of mathematics or any branch thereof; 10 Thayer scholarships of $300 each for the 10 most meritorious scholars in Harvard who may actually need the same; 1 Thomas scholarship of $200; 1 Toppan scholarship of $300; 4 Townsend scholarships of $250 each and 1 of $200 for indigent scholars; 20 university scholarships of $150 each. There are also: (1) the Humboldt fund of $9,000 for the encouragement of the study of zoology; (2) the Hemenway fellowship of $500 per annum for the study of American archæology and ethnology; (3) the Thaw fellowship of $1,050 per annum for work and research relating to the Indian race of America or other ethnological and archæological investigations; (4) the Virginia Barret Gibbs scholarship of $250 for a student of Harvard who must study zoology; (5) a table at the Naples zoological station available for students or instructors at any American university.

Harvard College.—Scholarships are ordinarily assigned only on the basis of a previous year of work in college. They are as follows: One Abbot scholarship of $150 for needy undergraduates, preferably the best scholars from Phillips Exeter Academy; 1 Alford scholarship (no income at present) for indigent students; 1 Bartlett scholarship of $250 for needy students; 3 Bassett scholarships of $90 each, 1 for sophomore, 1 for junior, and 1 for senior class; 2 Bigelow scholarships of $250 each; 20 Bowditch scholarships of $250 each; 5 Bright scholarships of $200 each; 1 Browne scholarship of $150; 1 Choate scholarship of $300; 1 scholarship of the class of 1802 of $300 for students, preferably descendants of members of the class; 1 scholarship of the class of 1814 of $125, preferably for descendants of members of the class; 1 scholarship of each of the classes of 1817 ($150), 1828 ($150), 1835, 1841 ($200), and 1867, and 2 of the class of 1856 ($300 each); 2 Crowninshield scholarships of $200 each for freshmen, and tenable for four years; 2 Cudworth scholarships of $300 each, preferably for students from Lowell and East Boston; 1 Dana scholarship of $200; 1 Dexter scholarship, preferably for students from Cincinnati, Ohio; 1 Doe scholarship of $100; 1 Eliot scholarship of $250, preferably for a student taking a Greek elective; 1 Farrar scholarship of $250; 1 Gambrill scholarship of $400; 1 Greene scholarship; 10 Price Greenleaf scholarships of $300 each; 1 Hoar scholarship of $250, preferably for students from Lincoln, Mass.; 1 Hodges scholarship of $200 for a senior; 1 Hollis scholarship of $200 for the benefit of pious young students designed for the ministry; 1 Humphrey scholarship of $450, preferably (1) for students from Thomaston, Me., (2) Knox County, Me., (3) State of Maine; 1 Kirkland scholarship of $200, preferably for descendants of members of the class of 1815; 2 Lowell scholarships of $200 each for excellence in classics or athletics; 15 Matthews scholarships of $300 each, preferably for students studying for the ministry of the Protestant Episcopal Church and sons of clergymen of the Protestant Episcopal Church; 1 Merrick scholarship, preferably for descendants of members of the class of 1870; 1 Morey scholarship of $300, preferably for descendants of Rev. George Morey; 1 Mowlson scholarship of $200; 1 Palfrey exhibition of $80 for the most distinguished indigent member of the senior class; 2 Pennoyer scholarships of $75 and 2 of $60 each; 1 Perkins scholarship; 1 Rodger scholarship; 1 Rogers scholarship of $150; 1 Russell

scholarship; 2 Sales scholarships of $100 each; 3 Saltonstall scholarships of $150 each; 1 Sever scholarship of $150, preferably for students from Kingston and Plymouth; 2 Sewall scholarships of $200 each, preferably for students from Petaquamscot; 1 Slade scholarship of $250; 1 Story scholarship; 1 Stoughton scholarship; 2 Walcott scholarships of $100 each; 2 Whiting scholarships of $200 each. Price Greenleaf aid of about $16,000 per annum is distributed in sums of from $100 to $250 a year to undergraduates. Other funds to the amount of about $1,800 annually are distributed in amounts not exceeding $50.

Lawrence Scientific School.—There are 16 university scholarships of $150 each; 8 are assigned at the beginning of each year to students who have been for one year in the school, and 8 are available for students at the time of their entrance; there are also 8 scholarships of $150 each for graduates of normal schools of the United States.

Divinity school.—There are 10 scholarships: One of $100; 2 of $120; 4 of $160; 1 of $180; 1 of $140, and 1 of $200 per annum. The sum of $690 is each year available for needy students; 6 needy students who have received the degree of A. B. may receive about $325 each; the income from the Williams fund, about $4,000 annually, to Protestant students. For 1894–95, 2 resident Williams fellowships of $500 each are offered to graduates of any theological school who purpose to enter the Christian ministry.

Law school.—A limited number of scholarships of $150 each are awarded to students who have been in the school for at least one year.

Medical school.—There are 3 fellowships of $225 each per annum for any student or member of the medical profession selected by the faculty. The scholarships are 2 Barringer scholarships of $300 and $200 per annum for students, preferably of the fourth class; 1 Cheever scholarship of $200 for a student of the first year only, after three months' probation in the school; 1 Sweetzer scholarship of $250; 1 Jones scholarship of $250; 1 Doe scholarship of $100; 4 faculty scholarships of $200 each for students who have been at the school at least one year.

French Protestant College, Springfield, Mass.—There are 2 scholarships, 1 of $90 and 1 of $25 per annum, for needy young men preparing for the ministry.

Tufts College,[1] *Massachusetts.*—Two fellowships of $250 each per annum are awarded to graduate students in natural history; residence at Tufts is a condition of holding either of these fellowships; graduates of other institutions are eligible; holders are eligible for one reelection.

There are 50 scholarships of $100 each and 4 of $50 each for students in the undergraduate department.

The income from $10,000 is given annually to needy theological students.

Williams College, Williamstown, Mass.—There are 5 honor scholarships of $2,500 each, 1 of $1,202, and 1 of $675, the income from which is awarded by the faculty to as many young men as there are scholarships, in order to afford pecuniary aid and to recognize successful scholarship. The income from $2,500 and $1,808 is conferred on persons selected by the classes of 1851 and 1852, respectively, or by their representative. Other scholarship funds amount to $122,690.75. The annual income of these funds, which is a little more than $7,000, is for students who need aid.

Clark University,[2] *Worcester, Mass.*—There are 10 fellowships of $600 a year, 10 of $400, and 10 scholarships of $200 a year for graduate students. There is also a fund of $5,000, the income from which is for native-born citizens of the City of Worcester.

College of the Holy Cross, Worcester, Mass.—The Governor Ames scholarship entitles a resident of Worcester to free tuition for a course at the college.

Albion College, Albion, Mich.—Tuition is free, but there is an incidental fee of $6 per term.

Alma College, Alma, Mich.—Sons and daughters of home and foreign missionaries receive free tuition.

University of Michigan,[3] *Ann Arbor, Mich.*—There is 1 fellowship of $500 a year for the encouragement of patient, honest, accurate study of the languages, literature, and archæology of ancient Greece and Rome; candidates must have spent three entire semesters in the university and be A. B. graduates of the university of not more than two years' standing; the period of incumbency is two years to be spent at the university.

The alumni of Detroit high school have established a scholarship open to graduates of that school. There are also 4 scholarships of $250 each per annum, open to graduates of Saginaw high school.

Benzonia College, Benzonia, Mich.—Tuition is free to children of home and foreign missionaries.

Hillsdale College, Hillsdale, Mich.—The income from $1,000 is used annually to assist young women, and the income from another $1,000 is used for persons preparing for the Christian ministry.

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[1] Annual catalogue, 1893–94. [2] Register, April, 1891. [3] Calendar, 1893–94.

Hope College, Holland, Mich.—Tuition is free, but there is an incidental fee of $5 per term. There are also 2 scholarships of $1,000 each.

Kalamazoo College, Kalamazoo, Mich.—The income from $2,520 is used for indigent students; the income from $1,000 for ministerial students. There is also 1 scholarship for a worthy and needy student. Students for the ministry receive free tuition and room rent.

Olivet College, Olivet, Mich.—Tuition fees of ministerial students may be remitted; also for daughters of home and foreign missionaries. The income of the Carter fund (amount not given) is bestowed upon young women who need assistance.

Augsburg Seminary, Minneapolis, Minn.—Theological students and seniors who intend to study for the ministry are not required to pay tuition and room rent.

University of Minnesota,[1] *Minneapolis, Minn.*—Tuition is free; there is 1 fellowship of $250 per annum, and one scholarship, the income from $1,000, for a student in the long English course.

Carleton College, Northfield, Minn.—The beneficiary funds are as follows: $24,000, the income of which is unrestricted; the income from $9,000 for daughters of missionaries and clergymen; the income from $1,000 for children of home missionaries; the income from $2,750 for young ladies; the income from $1,000 for students preparing for the ministry, and a scholarship of $1,000 for a student preparing for the ministry.

Macalester College, St. Paul, Minn.—There is 1 scholarship endowed with $5,000, and 1 with $1,000. Sons and daughters of ministers and candidates for the ministry receive free tuition.

Parker College, Winnebago City, Minn.—Students preparing for the ministry have free tuition.

Millsaps College, Jackson, Miss.—There are 3 scholarships for deserving young men.

University of Mississippi, University, Miss.—There are 4 fellowships, 1 each in chemistry, history, mathematics, and English; candidates must be graduates of the university; they are appointed annually and receive $300 for the first year and $400 for the second; they must render assistance to the professors. There are 5 scholarships of about $300 per annum each for orphan boys from De Soto County, Miss.

Southwest Baptist College, Bolivar, Mo.—Ministerial students have free tuition.

University of Missouri, Columbia, Mo.—There are 6 scholarships of $50 each per annum, 1 each in the college of agriculture and mechanic arts, law, medicine, and engineering, and 2 in the college of arts, to that member of the junior class who shall be adjudged entitled to it. There is also a fund of about $40,000, three-fourths of the income of which is for the education of boys and girls of Boone County. Ministers and candidates for the ministry may, without payment of fees, attend any of the departments except those of law, medicine, and engineering.

Central College, Fayette, Mo.—Tuition is free to ministerial students and to young men preparing for the ministry.

Westminster College, Fulton, Mo.—The interest on $9,600 is set apart annually for the use of candidates for the ministry. Prize scholarships are offered to approved high schools and academies in Missouri. These entitle the holders to exemption from payment of the college fee for 1 session.

Ozark College,[2] *Greenfield, Mo.*—Candidates for the ministry receive free tuition.

La Grange College, La Grange, Mo.—Candidates for the ministry may receive free tuition.

William Jewell College, Liberty, Mo.—Ministerial students and sons of Baptist ministers receive free tuition.

Missouri Valley College, Marshall, Mo.—Candidates for the ministry receive free tuition.

St. Charles College, St. Charles Mo.—Free tuition to young men preparing for the ministry.

Washington University, St. Louis Mo—Undergraduate department: One scholarship entitling the holder to all the advantages of all departments is at the disposal of the Mercantile Library Association; 1 scholarship is held by the St. Louis high school and entitles the ranking student of the graduating class of each year to free admission; 1 scholarship for the benefit of a graduate of the Kansas City high school entitles the holder to free tuition in the college or polytechnic school; 20 free scholarships are preferably for children or descendants of Union soldiers who served in the civil war; there is also a fund of $10,000, the income from which is preferably for descendants of Union soldiers.

Law school: There are 6 free scholarships, preferably for students in need of assistance and who possess a collegiate education.

There are also a number of scholarships in the manual training school.

Drury College, Springfield, Mo.—There are 2 scholarships endowed with $375 each, 1 with $350, 6 with $500 each, 1 with $550, and 6 with $1,000 each. The income from these scholarships is only partially available at present.

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[1] Annual catalogue, 1890–91.

[2] Annual catalogue, 1893–94.

University of Omaha, Bellevue, Nebr.—Tuition is free to candidates for the ministry.

Doane College, Crete, Nebr.—Students preparing for the ministry and children of active ministers receive free tuition.

Fairfield College, Fairfield, Nebr.—Students preparing for the ministry receive free tuition.

University of Nebraska, Lincoln, Nebr.—Tuition is free in undergraduate and graduate departments.

Gates College, Neligh, Nebr.—Tuition is free to children of active ministers; 1 scholarship offers annual tuition to children of home missionaries; 1 to such students as are designated by the faculty.

Creighton University, Omaha, Nebr.—Tuition is entirely free.

University of Nevada, Reno, Nev.—Tuition is free.

Dartmouth College,[1] *Hanover, N. H.*—There are 58 scholarships, with an annual income of about $70, for residents of New Hampshire; the income from $27,100 is divided among 27 young men studying for the ministry; the income from $1,000 is for the use of a student from Strafford; the income from $1,000 is given annually to each of 2 students from each of the 10 counties in the State; there are also 2 scholarships endowed with $1,500 each, 1 with $700, 1 with $2,000, 1 with $5,000, and 71 with $1,000, the income from which is unrestricted.

Rutgers College, New Brunswick, N. J.—The income from $53,313 is used for ministerial students; there are 40 free tuition scholarships distributed among the counties of the State in proportion to the population, 10 for students from the State at large, and 1 for each assembly district, to be used in the scientific school.

College of New Jersey,[1] *Princeton, N. J.*—The university fellowships are open to graduates of any American college, and are tenable for one year, which period may be extended; they are as follows: One of $500 per annum in social science; 1 of $400 in biology; 1 of $500 in English; 1 of $400 in archæology; and — fellowships of $600 in oratory. The college fellowships are open only to graduates of the college, who must have been members of the college for at least two years; they are: One fellowship, the income from $10,000, for that member of the senior class who shall write the best essay on modern theories of space-perception and their bearing on a priori truth; 1 classical fellowship (value not given) to that member of the senior class who shall stand highest at a special examination in Greek and Latin; 1 fellowship of $600 for that member of the senior class who shall stand highest at a special examination on theory of light, palæontology of the mammalia, geology of the Tertiary age, the atomic and molecular theory, and determination of atomic and molecular weights; 1 fellowship, three-fourths of the income from $11,000, for that member of the senior class who shall stand highest at a special examination in geometry, calculus, and the elements of the theory of functions; 1 fellowship of $200 in history; 1 of $200 in modern languages; and a biological fellowship, which conveys the use of a table in the National Seaside Laboratory at Woods Holl, Mass.

The sum of $750 per annum and the income from $2,970.32 are available for ministerial students; the income from $10,677.49 is available to students studying for the Presbyterian ministry; and the income from $3,000 for needy students.

There are also 93 scholarships endowed with $1,000 each for students in the academic department, and 1 scholarship endowed with $2,000, which may be used in the school of science.

University of New Mexico, Albuquerque, N. Mex.—There is no charge for tuition.

Alfred University,[1] *Alfred Center, N. Y.*—One hundred free tuition scholarships.

St. Bonaventure's College,[2] *Allegany, N. Y.*—There are 12 scholarships of $200 each per annum.

St. Stephen's College, Annandale, N. Y.—There is 1 scholarship of $225 per annum; 1 has the income from $2,000; 35 scholarships were supplied in 1892-93 for young men studying for the ministry; tuition is free.

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.—There is 1 scholarship supplying free tuition.

St. Lawrence University, Canton, N. Y.—There are 4 scientific and 4 classical scholarships (1 of each annually) to the Canton Union School, Canton, and to the Clinton Liberal Institute, Fort Plain; 4 classical scholarships (1 annually) to the Union School, Massena, to the Union School, Waddington, and to the Ogdensburg Academy, Ogdensburg; 2 scientific and 2 classical scholarships (1 annually) to the Union School, Hermon, to Lawrenceville Academy, Lawrenceville, and to the Gouverneur Wesleyan Seminary, Gouverneur; 4 scientific scholarships (1 annually) to the village schools of Madrid, Colton, Richville, Heuvelton, Russell, Morley, Brasher, and Parishville. The above scholarships give free tuition. There are also 10 other free scholarships, the holders of which are nominated by the donors.

Hamilton College, Clinton, N. Y.—There are 25 permanent scholarships, which vary in their annual income from $60 to $100; there is also 1 scholarship in Greek, worth

[1] Annual catalogue, 1893-94. [2] Report, 1892-93.

$200, tenable in the senior year; 1 in mathematics, worth $200, tenable in the senior year, and 1 scholarship, worth $100 per annum, for a graduate of the Haverling Institute, Bath.

Hobart College,[1] *Geneva, N. Y.*—There are 34 scholarships; 2 for candidates for the ministry of the Protestant Episcopal Church have the income from $1,000 each; 3 for candidates for the ministry of the Protestant Episcopal Church have the income from $2,000 each; there are also some scholarships (number not given) for candidates for the ministry of the Protestant Episcopal Church which have an income of at least $100 per annum; 1 free tuition scholarship to that student of the Geneva Union School who passes the best entrance examination; 1 scholarship established by Trinity Church, Geneva; there is also one fund of $5,000, the income from which is preferably for sons of clergymen; another fund of $5,000 gives preference to students from the diocese of central New York.

Colgate University, Hamilton, N. Y.—The following scholarships are for the education of young men studying for the ministry: Four of $30 per annum; 1 of $36; 19 of $60; 5 of $72; 1 of $78; 1 of $86; 3 of $90; 2 of $120; and 1 of $126. Unrestricted scholarships are as follows: Six of $30; 10 of $39; 1 of $50; 1 of $54; 4 of $60; 1 of $72; and 1 of $90. There are also 20 scholarships of $30 each, and 20 of $90 each for soldiers or their orphan sons, or sons not orphans, or their brothers or those dependent on soldiers for support, and in this order of preference.

Cornell University,[2] *Ithaca, N. Y.*—In 1892–93 there were 3 fellowships in philosophy and ethics, 2 in political economy and finance, 2 in Greek and Latin, 1 in American history, and 8 university fellowships, all of which had an income of $400 each per annum. There were also 1 fellowship in modern history and 1 in political and social science of $500 each per annum. In October, 1893, the university established 5 additional fellowships of $500 per annum, and at the same time increased the value of the other fellowships by $100 per annum. Candidates for fellowships must be graduates of this university or of some other institution having equivalent courses of instruction, and must be men or women of marked ability in some important department of study. The term of each fellowship is 1 year, which may be increased to 2 years. Two of the fellowships may be used as traveling fellowships.

There are 512 State scholarships entitling the holders to free tuition for four years; 36 university scholarships of $200 each per annum; 6 Susan Linn Sage scholarships of $200 each for graduate students in philosophy and ethics, and 1 scholarship for the student from the public schools of Syracuse who passes the best examination in the studies required for entrance to the regular course in mechanical engineering. In October, 1893, the university established 10 additional graduate scholarships of $300 each per annum and increased the value of existing graduate scholarships by $100 each per annum.

College of St. Francis Xavier, New York, N. Y.—There are 22 scholarships, entitling holders to free tuition.

College of the City of New York,[3] *New York, N. Y.*—Tuition is free to all young men of New York City of proper age and sufficient preparation.

Columbia College,[4] *New York, N. Y.*—There are 24 university fellowships of $500 each per annum, open to graduates of colleges or scientific schools. They are tenable for one year, which term may be extended to two years, and exempt the holders from charges for tuition; holders must reside in New York or vicinity. The John Tyndall fellowship, of at least $648 a year, is open to a graduate or student of Columbia College who shall devote himself to the investigation of some subject in physical science at this college or at some other in this country or abroad; the appointment is for one year, but the holder may be reappointed from year to year. There are 3 traveling fellowships in architecture—1 of $1,300 per annum and 2 of $1,000 each. They are open to all graduates of the department of architecture less than 30 years of age, and are awarded on alternate years. The Barnard fellowship for encouraging scientific research has the income from $10,000, and is open to an alumnus of the School of Arts or School of Mines. The holder may be reappointed from year to year.

There are 14 free tuition scholarships: Four in the hands of the alumni association; 8 of the society for promoting religion and learning; 2 at the disposition of the representatives of the late William B. Moffat, and 5 at the disposal of the nearest living male relative of the late John Jones Schermerhorn; there is also 1 scholarship for the person that passes the best entrance examination in June.

Manhattan College, New York, N. Y.—There are 2 scholarships (value not given).

University of the City of New York, New York, N. Y.—There are 2 fellowships of $300 each for the two students whose scholarship on completing the course in arts is highest, and 1 fellowship having the income from $5,000 for the student having

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[1] Annual catalogue, 1893–94.
[2] Register, 1893–94.
[3] Annual register, 1893–94.
[4] Handbook of information, 1893–94.

highest rank on completing the course in science; holders must reside at the university and pursue graduate studies.

Graduate scholarships of not more than $100 each are in the gift of the board of visitors for graduates who have at the time of enrollment paid the fees in the courses selected by them; the Bull graduate scholarship is awarded by competitive examination.

The university college offers each year 12 or more preparatory school prize scholarships, worth $400 each, covering the tuition fees for four years; 1 is given to each of 12 schools who have sent the largest number of freshmen to the university from 1881 to 1891; also 1 to any school outside of the 12 which shall have sent a scholar to win the first honor; also 1 to each of from 2 to 4 eminent schools distant from New York not less than 50 miles. There are also 16 entrance examination prize scholarships, and a few beneficiary scholarships.

Niagara University, Niagara, N. Y.—There are 4 scholarships tenable for four years each in the school of medicine.

University of Rochester, Rochester, N. Y.—A graduate scholarship is granted to that member of the senior class who shall pass the best examination in French or German on an economical subject; he will receive $125 at graduation, and an additional sum of $175 if he shall, within two years after graduation, present a satisfactory thesis on some subject in political economy. A scholarship in political history and constitutional law is granted on similar conditions and has the same value.

Undergraduate scholarships are as follows: One of $60 a year for some indigent student; 12 granting free tuition for the Rochester Free Academy; 4 giving free tuition for graduates of the academy connected with the State normal school at Brockport; and 10 endowed with $1,000 each, which grant free tuition. Students for the ministry receive free tuition.

Union College, Schenectady, N. Y.—There are 10 free tuition scholarships awarded annually at the end of the first term of the freshman year; 16 scholarships of $150 each are filled by the trustees of the Levi Parsons Library of Gloversville and Kingsboro; the income from $50,000 is also distributed annually to students; in addition to the above there are a number of scholarships for the Schenectady Union School.

Syracuse University, Syracuse, N. Y.—There is 1 fellowship in painting of $500 per annum, available for students in painting who spend the year following their graduation in the study and work of painting in some art center. There are 37 scholarships endowed with $1,000 each which furnish free tuition.

University of North Carolina, Chapel Hill, N. C.—Free tuition is offered to candidates for the ministry, to the sons of ministers, to young men under bodily infirmity, and to young men preparing to teach. There are also 30 scholarships, and funds amounting to about $43,000, the income from which is used to pay the tuition of students.

Biddle University, Charlotte, N. C.—Candidates for the ministry and young men of promise receive aid; there is a fund of $6,000, the interest of which is used to aid young men preparing for mission work in Africa.

Davidson College, Davidson, N. C.—There are 2 scholarships endowed with $500 each for candidates for the ministry. Unrestricted scholarships are as follows: One endowed with $3,000, 2 with $1,500, 3 with $1,000, and 1 with $500.

Trinity College, Durham, N. C.—There are 60 scholarships paying the tuition of students from North Carolina.

Guilford College, Guilford College, N. C.—Bryn Mawr College offers yearly to a woman graduate of Guilford College a scholarship of $400 tenable at Bryn Mawr for one year.

Wake Forest College, Wake Forest, N. C.—Ministers, sons of ministers, and ministerial students receive free tuition.

University of North Dakota, University, N. Dak.—Tuition is free to residents of the State.

Buchtel College, Akron, Ohio.—Two standing scholarships are offered to the graduates of each of the following high schools: Norwalk, Cuyahoga Falls, Medina, Warren, Youngstown, Chagrin Falls, Chardon, Canton, and Massillon. To the Akron high school has been awarded 1 annual scholarship. Two standing scholarships in the preparatory and normal departments are offered to pupils in each township of Summit County.

Ohio University,[1] *Athens, Ohio.*—There are 10 scholarships of $100 each open to graduates of this or any other college who are citizens of Ohio; the scholarships are in the departments of biology, chemistry, educational history, English literature, Latin and Roman history, Greek, philosophy, psychology, mathematics, and physics. There is also 1 student from each county of the State admitted free of all charge for tuition.

[1] Annual catalogue, 1891-92.

University of Cincinnati, Cincinnati, Ohio.—Tuition is free to all residents of the city.

Western Reserve University, Cleveland, Ohio.—There are certain scholarships in Adelbert College which are awarded to meritorious students who need pecuniary aid, by which they are relieved of a portion of the fixed charges of the college. These scholarships range from $30 to $40 a year, or from $120 to $160 for the course. There are also a number of annual scholarships in the college for women.

Ohio State University,[1] *Columbus, Ohio.*—A free scholarship in the short course in agriculture is granted to 1 student annually from each county in Ohio. Each scholarship is valid for two years from its grantal and covers all college dues. To other students there is an incidental fee of $15 per annum.

Ohio Wesleyan University,[2] *Delaware, Ohio.*—There are reported 90 scholarships (value not given).

Findlay College,[1] *Findlay, Ohio.*—There are 10 scholarships giving free tuition for young men preparing for the ministry.

Kenyon College,[3] *Gambier, Ohio.*—Fees for tuition and room rent are remitted to sons of clergymen and to candidates for the ministry; a scholarship giving free tuition and room rent is offered each year to a male pupil of a high school in each county of the State; 1 free scholarship to a student of Milnor Hall; the income from $1,200 is paid to a student in the theological seminary; the income from $1,071 is given to a theological student; the income from $4,000 is paid to a student in the theological seminary who must have completed a classical course in college and the first year in the theological seminary; 1 scholarship covering tuition and living expenses is bestowed on a worthy and needy student; 3 scholarships giving free tuition are bestowed annually to students in the college; there are also 3 scholarships (value not given) for the use of theological students; and a fund (amount not given) to be used for a similar purpose.

Denison University, Granville, Ohio.—The president may remit the tuition of a limited number of students in cases of necessity. A few scholarships are also assigned by the faculty at the beginning of each year.

Marietta College, Marietta, Ohio.—There are 5 scholarships giving free tuition to young men studying for the ministry, and 40 other scholarships giving free tuition. They are granted annually only to needy and meritorious students.

Oberlin College, Oberlin, Ohio.—Scholarships for students preparing for the ministry: One endowed with $1,500, 8 with $1,000 each, 2 with $1,250 each, and 1 with $5,000. For self-supporting women: Ten giving free tuition, 9 endowed with $1,000 each, and a fund of $6,000 preferably for daughters of home and foreign missionaries. For colored students: Fifty giving free tuition; 1 endowed with $1,250 for a colored student preparing for missionary work in Africa, and a fund of $6,000 for indigent and worthy colored students. Other scholarships: Eight giving free tuition, 1 endowed with $1,000 unrestricted, 1 with $1,000 for self-supporting young men, 1 with $1,000 for students preparing for work as foreign missionaries, and a fund of $5,000 for needy young men.

Urbana University, Urbana, Ohio.—There are 2 scholarships, 1 having the income from $1,000 and 1 from $600, for indigent students.

Wilberforce University,[2] *Wilberforce, Ohio.*—There are 138 State scholarships providing free tuition and 13 other scholarships.

Wilmington College, Wilmington, Ohio.—There is 1 fellowship of $300 per annum tenable at Haverford College, Pennsylvania, for one year to the graduate having the highest standing in scholarship.

University of Wooster,[2] *Wooster, Ohio.*—There are reported 75 scholarships (giving probably free tuition.)

University of Oklahoma, Norman, Okla.—Tuition is free to residents of the Territory.

University of Oregon, Eugene, Oreg.—Tuition is free.

Pacific University, Forest Grove, Oreg.—A limited number of free scholarships are granted.

Western University of Pennsylvania, Allegheny, Pa.—There are 12 scholarships for colored students.

Muhlenberg College, Allentown, Pa.—There are 30 scholarships entitling the holders to free tuition; the right of appointment is vested in the donors.

Dickinson College, Carlisle, Pa.—There is a fund to aid young men who are preparing for missionary, ministerial, or educational work.

Ursinus College, Collegeville, Pa.—There are 14 scholarships endowed with $1,000 each which give free tuition to the holders.

Lafayette College,[3] *Easton, Pa.*—Sons of ministers of the Presbyterian Church and candidates for its ministry receive free tuition in the classical course. There are also a number of free scholarships for needy students.

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[1] Annual catalogue, 1891-92. [2] Report, 1892-93. [3] Annual catalogue, 1893-94.

Pennsylvania College, Gettysburg, Pa.—A number of scholarships securing free tuition have been endowed by and are under the control of synods, congregations, or individuals. There is also 1 scholarship for the most successful and indigent pupil of the Gettysburg high school.

Thiel College, Greenville, Pa.—There are 20 scholarships giving free tuition.

Haverford College, Haverford, Pa.—There are 4 fellowships of $300 each per annum, 1 of which is available to graduates of each of the following colleges: Haverford, Earlham, Penn, and Wilmington. There are also 30 scholarships, varying in amount from $100 to $500, at the disposal of the college, for needy students.

Franklin and Marshall College,[1] *Lancaster, Pa.*—Tuition is free.

Bucknell University, Lewisburg, Pa.—There are 20 scholarships, endowed with $1,000 each, for young men; 22 scholarships for students preparing for the ministry; scholarships for children of ministers, and a number of annual scholarships for young men or women.

Allegheny College, Meadville, Pa.—The income from $10,000 is used to pay the term fees of students dependent upon their own efforts to obtain an education.

University of Pennsylvania, Philadelphia, Pa.—Five honorary fellowships, which confer the privilege of attending any of the economic and historical courses free of charge, are assigned at the beginning of each year; graduates of any American college, or of foreign schools of similar grade, are eligible for appointment. The Tyndale fellowship in physics of $600 per annum is awarded to a baccalaureate graduate who proposes to pursue advanced studies in physics; the incumbent may be reappointed from year to year until he has held the fellowship for three years, and may pursue his studies at any university here or abroad. From each graduating class of the law school a fellow is elected who shall hold office for three years at a salary of $300 per annum. The Scott fellowship in the laboratory of hygiene has the income from $10,000; candidates should be college graduates of not more than 30 years of age.

In the college department there are 2 scholarships filled by the governor of the State; 31 for pupils from the public schools of Philadelphia, and 1 for a deserving student; also 1 scholarship in the school of American history for graduates of the Central high school of Pittsburg, Pa. In the school of medicine there are 4 free scholarships filled annually by competitive examinations, open only to needy students. In the school of veterinary medicine there are 12 State scholarships giving free tuition and filled by the governor, and 3 scholarships for pupils from the public schools of Philadelphia. In the school of law there are 3 free scholarships for needy students, conferred by competitive examination, and 6 free scholarships for pupils from the public schools of Philadelphia.

Holy Ghost College,[2] *Pittsburg, Pa.*—There are 2 scholarships giving free tuition to ecclesiastical students.

Swarthmore College,[3] *Swarthmore, Pa.*—There are reported 11 scholarships and 1 fellowship (income not given).

Washington and Jefferson College, Washington, Pa.—Sons of ministers and missionaries and young men studying for the ministry are furnished free scholarships.

Brown University, Providence, R. I.—There are 2 fellowships each having the annual income from $10,000 open to graduates of Brown University; they are tenable for one year, but holders may be reappointed. There are about 100 scholarships; 64 of them are of $1,000 each, the income from which is given to students needing assistance. Other scholarships are: One of $4,000, 1 of $3,000, 1 of $3,800, 2 of $1,000 each, 1 of $2,000, and a number of State scholarships.

Presbyterian College of South Carolina, Clinton, S. C.—Candidates for the ministry and sons of ministers receive free tuition.

South Carolina College, Columbia, S. C.—There are 5 scholarships worth $50 per annum, granted at the close of the junior year. The tuition fee of $40 is remitted to such students as are unable to pay it.

Erskine College, Due West, S. C.—The sum of $175 is distributed annually among needy young men.

Furman University, Greenville, S. C.—Young men preparing for the ministry may receive free tuition.

Newberry College, Newberry, S. C.—There are 2 scholarships of $70 each and 2 of $60 each for students of good scholarship and limited means.

Wofford College, Spartanburg, S. C.—Sons of itinerant ministers receive free tuition.

Redfield College, Redfield, S. Dak.—Free tuition is offered for one year to 1 student from each county, and 1 from each high school in the State.

Yankton College,[1] *Yankton, S. Dak.*—The income from $2,000 is for young men preparing for the ministry; the income from $1,000 is for Christian young men and women; free tuition is offered to 1 graduate from every high school in South Dakota and Nebraska, and to 1 student from each county in South Dakota and Nebraska; free tuition is also offered to children of clergymen in South Dakota and Nebraska.

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[1] Annual catalogue, 1893-94. [2] Annual catalogue, 1891-92. [3] Report, 1892-93.

U. S. Grant University,[1] *Athens and Chattanooga, Tenn.*—Each G. A. R. post in the Department of Tennessee is offered free tuition for 1 student in college preparatory or mechanical classes.

Southwestern Presbyterian University, Clarksville, Tenn.—The income from $10,000 is used in aiding candidates for the ministry; free tuition is provided for all candidates for the ministry and sons of Presbyterian ministers; the city of Clarksville is entitled to 10 perpetual scholarships, tenable by holders for two years with the privilege of reappointment for two years more.

Southwestern Baptist University, Jackson, Tenn.—Ministerial students and sons of ministers receive free tuition.

Knoxville College,[2] *Knoxville, Tenn.*—There are 30 State scholarships giving free tuition to colored students.

University of Tennessee,[2] *Knoxville, Tenn.*—There are 4 fellowships of about $200 a year available for graduate work; also a number of instructorships and positions as assistants paying from $300 to $600 a year to be filled by graduates who seek opportunities for advanced work. Tuition is free to residents of the State.

Cumberland University, Lebanon, Tenn.—Candidates for the ministry receive tuition free.

Maryville College, Maryville, Tenn.—The income from $8,000 is used to aid needy young men and women.

Carson and Newman College, Mossy Creek, Tenn.—The income from $20,000 is used in aiding ministerial students; the income from $1,000 is for other students.

Central Tennessee College, Nashville, Tenn.—Tuition is free in the theological department; also in the medical department for such students as are preparing for foreign missionary work.

Fisk University, Nashville, Tenn.—There are 5 scholarships endowed with $1,000 each and 1 with $500; there is also a fund of $2,374, the income from which is used to aid students.

Vanderbilt University, Nashville, Tenn.—In 1892-93 there were 20 fellowships. The graduate fellowships are open to persons who have received one of the academic degrees of the university; an income of $300 is attached to each fellowship; holders must prosecute a course of graduate and nonprofessional study and to teach not exceeding two hours daily; they are tenable for one year, but may be renewed for a second year. The post-graduate fellowships will be held by graduates in the post-graduate degrees or by graduates who have performed for two years the duties of a graduate fellowship; the income is $500 per annum; incumbents must prosecute at the university special scientific or literary studies, and teach not exceeding two hours per day. There are also 10 fellowships of $100 each with free tuition open to graduates of any institution. In the Biblical department there is one post-graduate fellowship of $500 per annum open to B. D. graduates; incumbents must pursue a course of post-graduate study and teach not exceeding two hours daily.

Scholarships in the academic department: Three of $150 per annum and free tuition, open to needy freshmen; 5 giving free tuition; 1 paying all necessary expenses of 1 student from Barton Academy, Mobile, Ala.; 4 giving similar privileges to students from Wilson County, Tenn.; 1 of $150 for a student from Webb School, Bellbuckle, Tenn.; 2 of $100 each entitling holders to free tuition; 7 giving free tuition are awarded for services in the library; teachers of one year's standing, who design to make teaching their profession, may receive free tuition. In the Biblical department tuition and room rent are free; there are also 23 free scholarships of $100 each per annum open to college graduates needing assistance. In the manual training course the tuition fee is remitted to 1 student out of every 5 members of the class.

University of the South, Sewanee, Tenn.—The following scholarships are for the theological department: Two endowed with $5,000, beneficiaries to be nominated by the bishop of South Carolina; 1 with $6,045, the beneficiary to be nominated by the bishop of Tennessee; 1 with $5,000, the beneficiary to be nominated by the bishop of Alabama; and a fund of $15,000, beneficiaries to be nominated by the bishop of Georgia.

University of Texas, Austin, Tex.—There are 3 fellowships of $300 per annum, tenable for one year, and open to graduates of the university who wish to pursue graduate or professional studies. Tuition is free to all students; 1 scholarship exempting from all matriculation or tuition fees is offered annually to a graduate of each affiliated high school.

Howard Payne College,[1] *Brownwood, Tex.*—Tuition is free to ministers of all denominations.

Southwestern University, Fort Worth, Tex.—Sons and daughters of ministers and students preparing for the ministry receive free tuition.

Austin College, Sherman, Tex.—Tuition is free to sons of ministers and to candidates for the ministry.

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[1] Annual catalogue, 1893-94.

[2] Report, 1892-93.

Trinity University, Tehuacana, Tex.—Candidates for the ministry and the daughters of Cumberland Presbyterian pastors in the bounds of Texas synod receive free tuition.

University of Utah,[1] *Salt Lake City, Utah.*—Tuition is free.

University of Vermont, Burlington, Vt.—There are 30 State scholarships covering tuition and incidental expenses. Free tuition scholarships are as follows: Twelve for young men studying for the ministry; 7 for graduates of Brigham Academy, Bakersfield, Vt.; 1 for a young woman; 1 for a young man; 1 for students from Weathersfield, Vt.; 1 for students from Swanton, Vt.; 1 for students from Isle La Motte or Craftsbury, and 17 unrestricted.

Middlebury College, Middlebury, Vt.—There are 5 scholarships of $60 each per annum, 12 of $80, and 30 State scholarships covering the tuition and incidental college charges. The income of the Warren fund (amount not given) is used for students preparing for the ministry; and the income of the literary fund, $44 a year, is awarded to one or more distinguished college students.

Randolph-Macon College, Ashland, Va.—Students preparing for the ministry and sons of itinerant ministers of the Virginia and Baltimore conferences of the Methodist Episcopal Church South, are educated without charges for tuition.

University of Virginia, Charlottesville, Va.—The John Y. Mason fellowship of $210 per annum is given to some competent and deserving graduate student. Tuition is free to students of the State. There are 11 university scholarships giving free tuition and matriculation open to newcomers from all the States; they are awarded after a competitive examination; 5 are in the academical department, and 2 each in the departments of law, medicine, and engineering; the value of one of these scholarships is, in the academical department, $100 to $150; in the law, $105; in medicine, $125; in engineering, $125. The Miller scholarship is awarded on conditions prescribed under the agricultural department; the McCormick scholarship gives free tuition and matriculation; the value of the other 5 endowed scholarships is not given.

Emory and Henry College, Emory, Va.—Candidates for the ministry, minor sons of active ministers, and minor sons of superannuated or deceased members of the Holston Conference, Methodist Episcopal Church South, receive free tuition.

Hampden Sidney College, Hampden Sidney, Va.—There is 1 scholarship for the best student in the freshman class and 1 in the sophomore class giving free tuition for the next succeeding year. Students from Petersburg, Va., and from Halifax County receive free tuition, matriculation and contingent fees, and room rent; single scholarships for individual students with the same privileges attached are: The New York scholarship, Moorman scholarship, 2 Roanoke scholarships, Blair scholarship, 2 Norfolk scholarships, 1 Pulaski County scholarship, 1 Cullingworth, and 1 Jackson-Brandt scholarship; candidates for the ministry and sons of ministers may receive free tuition.

Washington and Lee University, Lexington, Va.—There is 1 fellowship of $500 per annum tenable for two years, and open to graduates of this university.

The scholarships are of three kinds: (1) University scholarships, 9 in number, 1 being conferred in each of the departments of Latin, Greek, history, natural philosophy, chemistry and applied chemistry, geology and biology, and applied mathematics, and 2 in English and modern languages; (2) endowed scholarships, 1 of $80 for the student attaining the highest proficiency in the intermediate class in mathematics, 1 of $80 for the student attaining the highest proficiency in moral philosophy, 1 of $300 for an undergraduate from any department, 1 which entitles the recipient to attend the school of law for one session for $5, 1 of $300 per annum for a B. A. of this university who is required to teach not exceeding 1 hour per day, 1 of $220 and free tuition to a young man from Virginia, West Virginia, or Maryland, preference to be given to a resident of Frederick County, Va., or Frederick County, Md., 1 of $220 and tuition fees for a young man from Rockbridge County, Va., who is an undergaduate of the university; (3) alumni scholarships, each local alumni association is authorized to nominate 1 student each year to a scholarship for one session only.

Richmond College, Richmond, Va.—Ministers and candidates for the ministry receive free tuition. There are 21 free tuition scholarships and a fund for aiding students, besides 6 donations which pay the board of young men studying for the Baptist ministry.

Roanoke College, Salem, Va.—There are 20 scholarships covering tuition fee for needy students and 1 covering tuition and incidental fees for a student who has made a good record and needs help to continue his studies.

University of Washington, Seattle, Wash.—Tuition is free.

Whitman College,[2] *Walla Walla, Wash.*—The college possesses several scholarship funds, the income from which is used to pay the tuition of indigent and worthy students.

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[1] Report of chancellor, January, 1892.

[2] Bulletin, July, 1893.

Barboursville College, Barboursville, W. Va.—Tuition is free to ministers, to young men preparing for the ministry, and to the dependent children of ministers engaged in pastoral pursuits, or of deceased ministers.

West Virginia University, Morgantown W. Va.—Each county is entitled to 1 free student for every 500 of its population. The regents appoint 8 young men from each of the 13 senatorial districts of the State, who receive free tuition and are furnished their books and stationery.

Lawrence University,[1] *Appleton, Wis.*—The income from $1,000 is used annually to aid needy students.

Beloit College, Beloit, Wis.—The income from $13,000 is used in aiding students preparing for the ministry.

University of Wisconsin, Madison, Wis.—There are 8 fellowships of $400 each per annum open to graduates of any college of recognized standing; they are filled each year, but holders may be reelected once; another fellowship of $400 is given, preferably to residents of Milwaukee County, for excellence and promise in the department of mechanic arts. There are 10 scholarships of about $35 each per annum for students speaking either Norse, Swedish, Danish, or Icelandic, and who have attended a common school or the university one year; 1 of $250 per annum for a student from Milwaukee; 40 of $100 each per annum for students in the short course in agriculture; there are also for 1893-94 3 scholarships of $150 each, 4 of $50 each, and 2 of $25 each for students of Hebrew and Hellenistic Greek. Tuition is free to residents of the State.

Ripon College, Ripon, Wis.—Three permanent scholarships giving free tuition are for needy young men.

University of Wyoming, Laramie, Wyo.—Tuition is free to residents of the State.

COLLEGES FOR WOMEN.

Mills College and Seminary, Mills College, Cal.—There are 14 scholarships, the interest of which is used for worthy pupils whose means are limited. They are as follows: Five endowed with $5,000 each, 1 with $4,000, 4 with $3,000 each, 2 with $2,500 each, and 2 with $2,000 each. There is also 1 scholarship endowed with $3,000 for the benefit of students in instrumental music. The daughters of clergymen are specially aided in certain cases.

Rockford College, Rockford, Ill.—Arrangements are made by scholarships, loans, and in other ways requiring personal effort, to aid a limited number of students.

Woman's College of Baltimore, Baltimore, Md.—There are 6 scholarships for the Baltimore Conference of the Methodist Episcopal Church; 1 of these is open to each of the 5 conference districts and entitles the holder to one year's tuition; these scholarships are awarded by competitive examination; the sixth scholarship is awarded to the student who ranks highest in passing the third year of the course, and entitles the holder to a year's tuition and $50 in money; the recipient must have been for two years a member of a Sunday school in one of the charges connected with the Baltimore Conference. A scholarship is offered in the Presbyterian Church and 1 in the Protestant Episcopal Church to the candidates from Sunday schools of these churches respectively, who rank highest in a competitive examination, for admission to the college. There are scholarships giving free tuition for four years for the female high schools of Baltimore and the high school of Washington; 1 scholarship is offered each year to the graduate from the class of that year who may be designated by the faculty of each school. Similar scholarships are offered to graduates of Pennington Seminary, New Jersey, and Dickinson Seminary, Williamsport, Pa. There are 10 other scholarships entitling the holders to one year's tuition, but which may be renewed from year to year.

Society for the Collegiate Instruction of Women, Cambridge, Mass.—There is 1 scholarship of $200 per annum, which pays the tuition of 1 young woman.

Smith College,[2] *Northampton, Mass.*—There are 6 annual scholarships of $50 each for needy students in the art school; 1 endowed with $5,000, and 1 with $1,000, are unrestricted; 1 with $5,000 for daughters of missionaries or those preparing for missionary work; 1 with $1,000 for a member of the junior class. There are also a limited number of annual scholarships of $50 and of $100 each for needy students.

Mount Holyoke College, South Hadley, Mass.—A limited number of annual scholarships for partial remission of tuition have been established to assist needy and deserving students in regular courses. The following scholarships have been endowed: One with $500, 6 with $1,000, 1 with $2,000, 5 with $5,000, 1 with $10,000, and 1 worth $200 per annum.

Wellesley College, Wellesley, Mass.—There are 29 scholarships endowed with $5,000 each, 1 of which is for students from the town of Wellesley; 2 with $7,000; 1 with $2,000; 1 with $1,000; 5 students receive each $50 per annum, and $150 is given each

[1] Annual catalogue, 1891-92.

[2] Circular, 1891-92.

year by Science Hill Seminary, Shelbyville, Ky., to the candidate for Wellesley who has made the best record the preceding two years in that seminary.

Elmira College, Elmira, N. Y.—The income from $25,000 is available annually in amounts not exceeding $150 a year for worthy and needy young women.

Barnard College,[1] *New York, N. Y.*—There is 1 scholarship (value not given).

Vassar College, Poughkeepsie, N. Y.—There are 5 unrestricted scholarships endowed with $6,000 each, and 1 with $740; 3 with $6,000 are subject to the nomination of the founder; 1 with $6,000 is preferably for members of the Reformed (Dutch) Church; 1 with $6,000 is for daughters of Baptist ministers; 1 endowed with $1,000 is for a student in one of the higher classes; 1 with $8,000 is for daughters of clergymen of the Protestant Episcopal Church; 1 giving board and tuition is open to competitive examination; the income from $10,000 is for daughters of foreign missionaries; the income from $51,000 is unrestricted. A fund of $50,000 is available for students, in awarding which preference is given to the extent of half the number receiving aid to such as are residents of Poughkeepsie, and have been for at least five years.

Bryn Mawr College, Bryn Mawr, Pa.—Nine fellowships of the value of $525 each are awarded annually, 1 each in Greek, Latin, English, German, and Teutonic philology, romance languages, mathematics, history or politics, biology, and chemistry; they are open to graduates of any college of good standing; they do not exempt the holders from the charges for tuition, board, and room rent; holders must reside in the college during the academic year. The Bryn Mawr European fellowship will be awarded annually to a member of the graduating class of Bryn Mawr College on the ground of excellence in scholarship; the holder will receive $500, applicable to the expenses of one year's study and residence at some foreign university.

There are 2 scholarships of $200 each open to members of the Society of Friends that are unable to pay the full charge for tuition and residence; graduate students are preferred. Three scholarships, covering all expenses of tuition, board, and residence, are open to graduates of Earlham, Penn, and Guilford colleges, respectively.

2. ENGLAND.

OXFORD UNIVERSITY.[2]—*Craven fellowship and scholarship.*—Under a scheme sanctioned by the high court of justice in 1886 there are now 2 fellowships and 6 scholarships.

The fellowships are tenable for two years, with an annual stipend of £200 a year each. Candidates must have passed the examinations required for the degree of B. A., and not have exceeded twenty-eight terms from matriculation. One fellow is elected annually in Michaelmas term by a committee of 5 persons appointed for the purpose by the board of the faculty of arts. The committee may elect either without examination, or after such examination in Greek and Latin literature, history, and antiquities, or in some parts of these subjects, as they shall think fit. Every fellow is required to spend at least eight months of each year of his tenure of the fellowship in residence abroad for the purpose of study at some place or places approved by the electing committee.

The scholarships are tenable for two years, with an annual stipend of £40 each. Candidates must be members of the university who have not exceeded sixteen terms from matriculation. Three scholars are elected annually in Michaelmas term after an examination conducted by 3 persons nominated by the committee above mentioned. The examination is the same as that for the Ireland scholarship, and the person elected to that scholarship, if he has not already gained a Craven scholarship, is elected at the same time to the first Craven scholarship. No person can be elected a second time to a Craven scholarship.

Radcliffe's traveling fellowships.—These fellowships are 3 in number, each of the annual value of £200, and tenable for three years only. An election is holden each year in Hilary term. Candidates must have passed all the examinations required for the degree of bachelor of arts, and must either have been placed in the first class in one at least of the public examinations of the university or have obtained some university prize or scholarship open to general competition. Each candidate must declare that he intends to graduate in medicine in the University of Oxford, with the view of engaging in the practice of medicine, and to travel abroad with a view to his improvement in that study; and no one is to be elected who is legally authorized to practice as a physician. But in case neither any person willing to make such a declaration nor any person of sufficient merit for election shall offer himself as a candidate, the fellowship then vacant is to be thrown open to all persons who have been placed in the first class in the school of natural science, whether authorized to practice or not, and the person then elected is not to be required to make such declaration. Candidates are to be examined in such subjects connected with medical science and by such official persons in Oxford as the electors (who are

[1] Report, 1892–93.

[2] From Oxford University Calendar, 1893.

the Archbishop of Canterbury and other official personages) shall appoint A fellow forfeits his fellowship by spending more than eighteen months within the United Kingdom.

Vinerian law scholarships.—There are 3 scholars, each elected for three years, with an annual stipend of £80. One scholar, and 1 only, is elected every year in Hilary term. Candidates must be members of the university who have completed two years and have not exceeded six years from their matriculation. The election is vested in a board consisting of the vice-chancellor, all the professors of law, and the public examiners in the school of jurisprudence, who are to appoint for each election 3 examiners, including 1 at least of themselves. The subjects of examination are the civil law, international law, general jurisprudence, and especially the law of England, both public and private. Each scholar is to satisfy the vice-chancellor every year that he belongs to one of the inns of court, or at least is bona fide studying English law.

Dean Ireland's scholarships.—Founded "for the promotion of classical learning and taste." One scholar is elected every year in Michaelmas term. Candidates must be undergraduate members of the university who have not exceeded the sixteenth term from their matriculation. Each scholarship is of the annual value of £30, and is tenable for four years, provided the scholar keep, by residence, 2 terms in each year. The examination is the same as that for the Craven scholarships, and the person elected to the Ireland scholarship is, if he has not already gained one of the Craven scholarships, elected at the same time to the first Craven scholarship.

Eldon law scholarship.—Candidates must be Protestants of the Church of England and members of the University of Oxford, who, having passed their examination for the degree of bachelor of arts, having been rated in the first class in one branch at least of examination, or have gained one of the chancellor's prizes, and who intends to follow the profession of the law. The scholarship is tenable for three years, running from June 4, Lord Eldon's birthday, provided the scholar keeps his terms regularly at one of the inns of court. If the scholar be called to the bar or begins practice under the bar he thereby vacates his scholarship. An additional scholarship may be occasionally awarded as the funds permit.

Boden Sanskrit scholarships.—One scholar is elected every year in Hilary term. Candidates must be members of some college or hall who have not exceeded the 25th year of their age. Each scholarship is tenable for four years, with an annual stipend of £50, payable half yearly, provided the scholar retains his name on the books of some college or hall, keep by statutable residence three terms in each year, attend lectures of the professor, and make sufficient proficiency in Sanskrit. Default in these conditions entails forfeiture of the scholarship, or at the least of some portion of the stipend. The electors are the Boden professor of Sanskrit, the regius professors of divinity, Hebrew, and Greek, the Laudian and Lord Almoner's professors of Arabic, and the professor of Latin, or any three of them; if there are not three official electors willing to act a deputy or deputies are to be appointed by the electors conjointly.

Mathematical scholarships and exhibition.—There are 4 scholarships, 2 senior and 2 junior, and 1 exhibition. The value of a senior scholarship is £30 for the first and £50 for the second year of its tenure. A junior scholarship is of the annual value of £30, and the exhibition is of the value of £20 for one year. One scholar in each of the two classes is elected every year in the first week of full Hilary term. Candidates for the senior scholarships must have passed all examinations required for the degree of B. A. and must not have exceeded the twenty-sixth term, inclusively, from their matriculation. Candidates for the junior scholarships and for the exhibition must be members of the university who have not exceeded eight terms from their matriculation, inclusively. Each scholarship is tenable for two years, provided the scholar keeps his name on the book of some college or hall or of the delegates of non-collegiate students, and, if a junior scholar, provided he continue to attend the mathematical studies. The senior scholar elected each year receives for one year only, over and above his proper stipend, the dividends of that moiety of Dr. Johnson's fund which was formerly assigned to his mathematical scholar, and is called the "Johnson university scholar." These dividends amount to about £20 a year. The exhibition is tenable under the same conditions as the junior scholarship, and is awarded to the candidate for that scholarship second in order of merit, if thought deserving by the examiners. The examiners, three in number, who must be at least masters of arts or bachelors of medicine or civil law, are appointed by the trustees of the foundation, namely, the vice-chancellor, the 2 proctors, and the professors of geometry, astronomy, natural philosophy, and experimental philosophy.

Kennicott Hebrew scholarships.—Under new regulations made in 1885 there are 2 scholarships, a senior and a junior. The senior scholarship is awarded in Michaelmas term of every alternate year, and is tenable for two years, the emoluments consisting of a single payment of £120, made when the scholarship is awarded. It is open to all members of the university who have passed the examinations for the

degree of B. A., and who on the first day of the term in which it is awarded have not exceeded twelve years from matriculation. It is awarded to the candidate who on or before the first day of that term shall have sent in that which in the judgment of the electors is the best dissertation on a subject connected with the Hebrew language or literature, selected by the candidate himself, subject to the written approval of the regius professor of Hebrew. The electors are not bound to award the scholarship for a dissertation which in their judgment is not of sufficient merit, and they have power to examine a candidate in the subjects of his dissertation, and in questions arising immediately out of it. No residence is required in the case of a senior scholar.

The junior scholarship is of the annual value of £120, and is awarded every year in Michaelmas term after an examination in the Hebrew language and literature. Opportunity is given to candidates for showing their acquaintance with the cognate Semitic languages. Candidates must not on the first day of the term in which the scholarship is awarded have exceeded thirty terms from matriculation. The scholarship is tenable for one year, during which the scholar is to reside for seven entire weeks in Michaelmas and Lent terms severally, and seven weeks in the interval between the commencement of Easter term and the twenty-first day of act term, but such residence may be dispensed with by the board of management of the Pusey and Ellerton scholarships under certain conditions as to the pursuit of study or the undertaking of work elsewhere.

The electors to both scholarships are the regius professor of Hebrew and two other members of the universities of Oxford, Cambridge, or Dublin, not under the degree of M. A., nominated by the above-mentioned board of management, and approved by convocation.

Pusey and Ellerton Hebrew scholarships.—There are 4 scholarships, with an annual stipend of £40 each. Two scholars are elected every year in Michaelmas term. Candidates must be members of the university who have not exceeded fourteen terms from matriculation or the twenty-fifth year of their age. Candidates are examined in passages set from the Pentateuch, Isaiah xl–lxvi, Psalms i–lxxii; papers are also given in composition, grammar, and miscellaneous questions. Each scholarship is tenable for two years, provided that the scholar reside seven weeks in the Michaelmas and Hilary terms of each year, and seven weeks in the Easter and act terms of one of the two years, and that during such residence he pursue his studies under the direction of the professor of Hebrew. In certain cases the board of management of the foundation may dispense with part of this residence. The electors are the regius professors of divinity and Hebrew and the Lord Almoner's and Laudian professors of Arabic; or, in default of these, the board appoints electors. The board of management consists of the vice-chancellor, the president of Magdalen College, the dean of Christ Church, the warden of Wodham College, the regius professors of divinity and Hebrew, and the Lord Almoner's and Laudian professors of Arabic.

Denyer and Johnson theological scholarships.—There are 2 scholarships of £50 each, open to any bachelor of arts who has not exceeded twenty-seven terms from his matriculation. The examination is held every year in Hilary term. The standing of candidates who have matriculated at Cambridge or Dublin before matriculating at Oxford is computed from the date of matriculation at Cambridge or Dublin as the case may be, Easter term in either of those universities being reckoned as equivalent to Easter and Trinity terms at Oxford. The examiners, 3 in number, are nominated by the electors of the examiners in the Honour school of theology, and must be members of convocation in priests' orders. The subjects of examination are fixed each year by the board of the faculty of theology. The scholarships are tenable for one year only.

Hertford scholarship.—This scholarship was founded for the promotion of the study of Latin. It is of the value of about £37, and is tenable for one year only. The election takes place in Michaelmas term. Candidates must not have completed two years from their matriculation. The examiners, 3 in number, who must be at least masters of arts or bachelors of civil law, are nominated by the vice-chancellor and proctors, subject to the approval of convocation.

Taylor scholarships.—One scholarship worth £50 and 1 exhibition worth £25, each tenable for one year, are awarded annually for proficiency in one or more of the languages taught in the Taylor Institution, in comparative philology as applied to the same, and in the literature of the selected language or languages. Candidates must not have exceeded the twenty-third term from their matriculation.

Burdett-Coutts scholarships.—There are 2 scholarships for the promotion of the study of geology and of natural science as bearing on geology, each of the annual value of about £115, and tenable for two years. One scholar is elected annually in Michaelmas term. Candidates must have passed all necessary examinations for the degree of B. A., and not have exceeded the twenty-seventh term from their matriculation. The examiners are the professor of geology and two other persons nominated, subject to the approval of convocation, by the board of management of the

foundation, consisting of the vice-chancellor, the president of Magdalen College, and the regius professor of medicine. Every scholar is required during the first year of his tenure of the scholarship to reside in the university under such conditions as the board of management may determine, and during the second to pursue such course of study, in the university or elsewhere, as the professor of geology may approve.

Abbott scholarships.—There are 3 scholarships, tenable for three years, open to sons of clergymen of the Church of England who need assistance to enable them to have a university education. If matriculated, they must not have exceeded three terms of residence, nor hold a scholarship or exhibition worth more than £50 a year. Ceteris paribus natives of the West Riding of Yorkshire have the preference. The examination is held annually in Easter term.

Derby scholarship.—This scholarship is of the annual value of about £157, and is tenable for one year only. The trustees of the endowment are the lord-lieutenant of Lancashire, the Earl of Derby, the chancellor, the vice-chancellor, the two burgesses of the university, and the dean of Christ Church, for the time being. After defraying necessary expenses from the dividends, they pay the remainder to a member of the university, chosen by themselves, who has completed his twentieth and not exceeded his twenty-fourth term on the day fixed for receiving the names of candidates. Candidates must have obtained the following academical distinctions: (1) A first class in literature, Greek and Latin at the first public examination; (2) a first class in literæ humaniores at the second public examination, or a second class in literæ humaniores at the second public examination, together with 2 of the 3 chancellor's prizes, of which 1 must be that for Latin verse; (3) 2 out of the 3 classical university scholarships, viz, the Hertford, Ireland, and Craven scholarships.

Davis Chinese scholarship.—This scholarship is awarded for proficiency in the Chinese language and literature. The stipend is £45 a year, payable terminally. The scholarship is open to all members of the university who, on the day of election, have not exceeded the twenty-eighth term from their matriculation. The scholar is elected by the vice-chancellor, the president of Corpus Christi College, and the professor of Chinese, after an examination held by such persons as they may appoint for that purpose, the professor himself being always one of the examiners. The scholarship is tenable for two calendar years from the day of election, provided the scholar keep a statutable residence of not less than seven weeks in each term, Easter and Trinity terms being reckoned as one, and pursue his studies in Chinese under the advice and supervision of the professor. If at the time of holding an election the electors do not think any of the candidates worthy of the scholarship, they have power to postpone the election for any period not exceeding two years, and in such event to grant the annual stipend of £50, or any less sum, under the name of an exhibition, to any person who shall be certified to them as desirous of pursuing the study of Chinese. The exhibition is tenable during the period for which the election to the scholarship shall have been postponed, and under the same conditions of residence and study as are applicable to the scholarship.

University College.—The foundation consists of a master, 13 fellows (including 1 civil-law fellow), 16 scholars, and (ultimately) 17 exhibitioners. The fellowships are tenable for seven years, but this term may (except in the case of the civil-law fellowship) be extended under certain conditions. The civil-law fellowship is open to members of the University of Oxford who have passed all the examinations required for the degree of B. A. and have not exceeded thirty terms from their matriculation.

The scholarships are of the annual value of £80, and are open to all who have not exceeded the age of 19 years on the day of election. They are tenable in the first instance for two years, but this term is extended to four years in case of good conduct and industry, and may for special reasons be extended to five years.

The 2 Lodge exhibitions (annual value about £82) and the Heron exhibition (annual value not exceeding £70) are open to all persons in need of support at the university who are not more than 21 years old nor of more than six terms' standing. The 3 Freeston exhibitions (annual value £50) are confined in the first instance to the grammar schools of Normanton, Wakefield, Pontefract, and Swillington, and the 4 Gunsley exhibitions (annual value not less than £45) to the grammar schools of Rochester and Maidstone. The 2 Linton exhibitions (annual value not less than £40) are awarded for special proficiency in modern history, and are open to all persons who are not more than 21 years of age nor of more than eight terms' standing. All the exhibitions are held on the same tenure as the scholarships. The new statutes also provide that there shall be created a general exhibition fund for the purpose of assisting such members of the college as the master and fellows shall judge to be in need and deserving of assistance at the university.

Balliol College.—There are now 12 fellowships and 15 scholarships on the old foundation at this college; the latter, of £80 a year, open to candidates under 19 years of age. There are 5 scholarships of £60 a year for persons educated at Blundell's school, Tiverton, 1 of which is to be filled annually by examination at the school.

There are 4 mathematical scholarships, tenable for four years, of the value of £80 a year. There are also 8 scholarships of £80 a year, tenable for four years, "for the encouragement of the study of law and history, and of the study of natural science, in order to qualify students for the professions of law and medicine respectively."

Three exhibitions (or more, according to circumstances) of £70 a year are annually offered by the college for open competition among all candidates who have not completed the eighth term from their matriculation. There are also a certain number of Williams exhibitions of £40 a year each. The Warner exhibition, of about £90 a year, is confined to natives, or those whose fathers were natives, of Scotland. The Newte exhibition, of about £40 a year, is confined to scholars of Blundell's school. The Greaves exhibition has a preference for scholars educated at Ludlow school. All the above scholarships and exhibitions are tenable for two years; there is a power of renewal for two years longer, and a further power of extension to five years for special reasons. They can only be held during residence.

The nomination to the Snell exhibitions (2) is vested in the principal and professors of Glasgow University, and the election in the master and fellows of this college. They are filled by an examination held at Glasgow. They are tenable during residence for four years, and are of the value of £100 a year.

The Skynner scholarship (annual value £90), for the promotion of the study of mathematics and astronomy, is tenable for five years.

The 2 Jenkyns exhibitions of £100 a year, are tenable, during residence, for four years. They are filled by competition among those members of the college who have not exceeded sixteen terms of academical standing.

Merton College.—The number of fellowships with emolument is not to be less than 19, and may be raised to 26. Subject to certain reservations, these fellowships are tenable for seven years. Most of them are awarded upon the results of an examination, but the college is empowered, within certain limits, to elect without examination any professor or public reader in the university; any person of eminence in literature, science, or art who shall undertake literary, scientific, or educational work; and any person who has been appointed to act as bursar, tutor, or lecturer of the college.

The number of scholarships is 18, but may be increased. Their annual value is £80, inclusive of rooms and all allowances. They are tenable for two years, but may be renewed for a further period of two years if the warden and fellows shall declare themselves satisfied with the scholar's industry and good conduct. Under special circumstances they may be extended for one year longer. No person is eligible to a scholarship who has exceeded the age of 19 on the day of election. Two of these scholarships are reserved to candidates educated at Eton College.

There are 4 exhibitions of £60 a year, to which persons are eligible, without restriction to age. There is also an exhibition fund, which is formed for the purpose of assisting poor students and of promoting study among the undergraduate members of the college.

Exeter College.—There are, including the chaplain fellowship, 12 fellowships, of which 3 are for the present suspended.

There are 21 or more foundation scholarships. Of these, 8 (called Stapledon scholarships) are limited to persons born or educated in the old diocese of Exeter, and either 1 or more (called King Charles the First's scholarships) to persons born in any of the Channel Islands, or educated at Victoria College, Jersey, or Elizabeth College, Guernsey. The rest of the scholarships are open. Four are usually awarded for proficiency in mathematics. The Stapledon scholarships are of the value of not less than £60 a year; the remainder, of £80. Candidates for all the above scholarships must be under 19 years of age. The Carter scholarship, of the value of £80 a year, shows a preference for persons born in the county of Kent who are already members of the college. There are 2 Hasker scholarships, of the value of £80 per annum each, for the advancement of sound learning, and for the encouragement of the study of theology by persons intending to take holy orders. They are open to all persons born British subjects who need assistance at the university.

There are various exhibitions in the gift of the college. Of these, 2 have the same limitation as King Charles the First's scholarships; 2 are limited to sons of clergymen; 1 is limited to candidates educated at Ashburton school; 2 are restricted to students of divinity; 1 to persons already members of the college; 1 open without restriction. The other exhibitions are open, and are awarded for proficiency in classics and in the various subjects of the final schools. There is no age limit for the Carter or Hasker scholarships, or for the exhibitions.

Oriel College.—By statutes the number of fellows (excluding professor fellows) will be gradually reduced to 12. Under the same statutes there are at least 10 scholarships and 4 exhibitions tenable for four years (which may be extended to five years); the value of each, during residence, is £80 per annum. Candidates for the exhibitions must be deserving persons in need of support at the university; to a scholarship no one is eligible who has attained the age of 19 years. There are also 9 exhibitions besides those above named, and 2 Bible clerkships.

Queen's College.—Under the new statutes (1882) the college consists of a provost, from 14 to 16 fellows, about 25 scholars (of whom 4 or 5 are, if suitable candidates present themselves, to be natives of Cumberland or Westmorland), and 2 Bible clerks. Five scholarships have been founded under a will since 1882.

The Hastings exhibitions are open to candidates from 15 specified schools. There are also exhibitions for natives of Middlesex, for boys from Appleby school, for natives of Cumberland and Westmorland educated at St. Bees school, for natives of Whitehaven, for boys from Kirkby Lonsdale and Kendal school, besides others of smaller value. The Tylney exhibitioner is nominated by the owner of Tylney Hall. The Thomas exhibitions, for sons or orphans of clergy in the diocese of Carlisle, and the Berry exhibitions, for sons of clergy in the diocese of Manchester, are in the gift of trustees, of whom the provost is one.

New College.—The fellowships hereafter are to be divided into 3 classes, viz, professor fellowships, tutorial fellowships, and ordinary fellowships. The professor fellowships are to be 5 in number, the tutorial fellowships so many, not exceeding 10, as the warden and fellows may deem necessary, and the ordinary fellowships are to be not less than 14 nor more than will make the whole number of fellowships 36. So soon as the revenues of the college will permit, 2 ordinary fellowships are to be filled annually by competition. One of these is to be open to all persons who shall have been educated for at least two years in the school of Winchester College, or have been for at least twelve terms members of New College; the other is to be open to all persons who shall have passed all the examinations required by the university for the B. A. degree.

The scholarships are divided into two classes, viz, Winchester scholarships and open scholarships. The Winchester scholarships are so many as will enable the warden and fellows to elect to 6 such scholarships in each year from the boys receiving education in the school of Winchester College. The open scholarships are to be so many as will enable the warden and fellows to elect to 4 such scholarships in each year. No candidate is eligible to an open scholarship whose age on the day of election shall exceed 19 years. The emoluments of a scholarship, inclusive of rooms and all allowances, if any, are £80 a year. Every scholarship is tenable for two years; this may be prolonged to four years and for special reasons to five years. A fund is to be established for the purpose of maintaining exhibitions to be held by undergraduate members of the college.

Lincoln College.—There are 12 fellows and 14 scholars on the foundation. Other scholarships are added from time to time from the proceeds of 2 suspended fellowships. There were 11 exhibitioners in 1893.

All Souls College.—The fellowships are as follows: Fourteen to be filled after examinations in subjects connected with the studies of law and history; 7 to be filled after examination in such other subjects as the warden and fellows may from time to time determine; 7 to be filled by a board consisting of the warden and 4 fellows, the Bodleian librarian, and 3 persons appointed by the Hebdomadal Council, tenable on condition of undertaking some literary or scientific work in or under the direction of the college or university; 3 tenable in connection with certain college offices by persons who have been fellows; 2 tenable in connection with certain university offices by persons who have been fellows; 12 tenable by persons who have been fellows, with an annual emolument of £50; 5 tenable in connection with 5 chairs. Except where the contrary is stated these fellowships are all tenable for seven years and are of the annual value of £200.

Magdalen College.—The number of fellowships is to be not less than 30 nor greater than 40. Of these 6 are to be professorial fellowships. Other fellowships, not exceeding 11, may be held by persons holding the office of dean of divinity, senior dean of arts, bursar or tutor in the college. Of the remainder, which are tenable under certain conditions for seven years, 2, so far as practicable, are to be filled every year; the examination is to be in subjects connected with the studies of the university, special reference being had in the examination for 1 fellowship, once at least in every three years, to excellence in theology, and in every seven years once at least to excellence in mathematics, and once at least to excellence in natural science or medicine.

In addition to senior demyships or scholarships not exceeding 8 in number, to be held by members of the university who have passed all examinations required for the B. A. degree, the number of junior demyships is fixed at 30, and the value of each is not to exceed £80 a year. In every year elections to 1 or more demyships are to take place with special reference to proficiency in one or more of the following subjects: Mathematics, natural science, modern history and literature, or modern languages, if candidates sufficiently qualified in these subjects shall present themselves.

The annual sum of £500 is applied by the college to the granting of exhibitions to such persons as are in need of support at the university and are deemed fit therefor.

King's Hall and College of Brasenose.—The number of fellowships is 12, exclusive of supernumerary fellows and the fellowship held ex-officio by the Camden professor of ancient history.

There are 22 Somerset scholarships, 18 of which are for persons educated at the schools of Manchester, Marlborough, and Hereford, and also 4 of which are restricted to the first of these schools. At present the revenues derived from the Somerset estates are not sufficient to supply the full number of 22 scholarships. In failure of candidates properly qualified from the schools, the scholarships are open to general competition. At least £900 a year is charged on the corporate revenues of the college for the endowment of open scholarships of the annual value of £80. The Watson classical scholarship is open and has an annual value of £100. All the scholarships are tenable for two years and renewable for a like period. Their tenure may be extended to a fifth year.

There are 20 Hume exhibitions. Of these, 12 are called junior exhibitions and are awarded after a competitive examination. They are of the annual value of £80, tenable in Brasenose College for four years, and are open to candidates of not more than 20 years of age. The 8 senior exhibitions are awarded after competitive examination to members of the college who have resided for not less than six nor more than twelve terms, and who have been placed in the honor list at moderations. Their annual value is £130 and are tenable for four years. There are also 3 Colquitt clerical exhibitions, of the value of £40 per annum, intended to assist in the education for the ministry in the Church of England of the sons of indigent or deceased clergymen, or of such laymen as can not unaided pay the expenses of a college education. They are open to undergraduates of Brasenose who have resided one term and are not tenable after four years from matriculation.

Corpus Christi College.—There are at present 14 fellows, including 2 professorial fellows and 30 scholars. The scholarships, which are confined to persons who do not on the day of election exceed the age of 19 years, are of the annual value of £80, and are tenable under certain conditions for four or five years from matriculation.

Two exhibitions, not limited as to age, are usually awarded at the same time as the scholarships. There were 9 exhibitioners on the roll in 1893.

Christ Church.—Under the statutes of 1882 there is a body of students (equivalent to fellows) who are divided into two classes, official and nonofficial. There is also a body of scholars. Of these 3 may be elected each year from Westminster school for a tenure of two years, which may be extended to five years. There are also 5 or 6 open scholarships offered for competition every year, of which 1 is offered for proficiency in mathematics, 1 for proficiency in natural science, and 1 for proficiency in modern history. These scholarships are tenable for two years, and may be extended to five years. Besides these 2 scholarships are elected each year from among undergraduate members of the House, who have been in residence for at least three terms, and have the leave of the dean to compete. These scholars hold their places to the end of their sixteenth term from matriculation, but the tenure may be extended for one year more. All the above scholarships are of the annual value of £80, inclusive of all allowances. There are also 2 Dixon scholarships tenable for two years by members of the House, who, at the time of appointment, have passed all the examinations for the B. A. degree. They are tenable with any other scholarship or exhibition within the House.

There are 8 open exhibitions of £45 a year, together with tuition and dinner free, tenable for two years, which period may be extended to five years. Candidates must satisfy the dean that without such assistance they can not maintain themselves at college. There is no other limitation. Four Fell exhibitions of £40 a year, tenable for four years during continuous residence, are filled by competition among commoners of the House, who have resided not less than three terms. Three exhibitions of £50 a year, tenable for three years, are offered for competition annually at Westminster school. The Slad exhibition (the interest on £1,000), tenable for one year, is awarded annually after an examination in German, and is open to all undergraduates. The Careswell exhibitions are filled up by examinations held each year either at Shrewsbury school or at one of 5 other schools in Salop, and are tenable for ten years. The House awards 4 smaller exhibitions among the Careswell exhibitioners if they are qualified for the open exhibitions. There are 3 Holford exhibitions of £60 a year, tenable for five years. They are offered for competition among persons educated at Charterhouse school for at least two years last preceding the date of election, or last preceding the date of their matriculation. No one is eligible who is of more than four terms standing. There were 17 Careswell exhibitioners in 1893.

Trinity College.—There are 12 fellowships, all of which are open. The scholarships, of which there are now 16, are open, and are worth £80 per annum. There is also a fund for the advancement of mathematical and general science. Under this there have been established 3 Millard scholarships. There are several (8) exhibitions, some open, others for members of the college.

St. John's College.—The statutes provide for (1) not less than 14 nor more than 18 fellowships, of which 7 may be official fellowships, the rest tenable for seven years (to these may be added 2 ex officio fellowships to be held by 2 professors); (2) not less than 28 scholarships, of which 6 shall be open, 15 appropriated to Merchant Taylor's school, 2 to Coventry school, 2 to Bristol school, 2 to Reading school, and one to Tunbridge school; (3) four senior scholarships, also confined to former pupils of Merchant Taylor's school. There is also 1 open scholarship created from the estate of William Lambe, and 4 Fereday fellowships. The latter are open, with certain limitations and under certain conditions, in respect of literary proficiency, first, to the kindred of the founder; secondly, to natives of Staffordshire; and in case of a founder's kin or Staffordshire candidate not satisfying the conditions, then to any other person whatsoever. Four Casberd scholarships, each of the value of £80 per annum, and 4 exhibitions are open to undergraduates not on any foundation of at least one year's standing in the college.

Jesus College.—There are not less than 10 nor more than 14 fellows. In the elections to nonofficial fellowships, unless one-half of the whole number of fellows would have been eligible under the terms of the following restrictions, no person is eligible unless he be a native of Wales or Monmouthshire, or has been a Welsh scholar of Jesus College, or, having been at the time of his matriculation eligible to a Welsh scholarship, has been for the eight terms preceding his degree of B. A. a member of the college.

There are 20 foundation scholarships, of which 8 are open without restriction as to place of birth. There are also 4 Meyricke and 1 King Charles the First's scholarships, and about 16 Meyricke and 2 King Charles the First's exhibitions. The King Charles the First's scholarship and exhibitions are restricted to candidates born in Jersey or Guernsey, or one of the islands adjacent to them, or educated for two out of the three years last preceding the election either at Victoria College, Jersey, or Elizabeth College, Guernsey. The other scholarships and exhibitions are restricted to (1) natives of Wales or Monmouthshire; or (2) sons of parents who have been residents in Wales or Monmouthshire for not less than seven years immediately preceding the day of election; or (3) have a knowledge of and are able to speak the Welsh language; or (4) have been educated for the three years last preceding the election or their matriculation at a school in Wales or Monmouthshire; if any such person be found of sufficient merit. There is also an exhibition for natives of Carnarvonshire and one for a pupil from Llandovery school. The open foundation scholarships are restricted to candidates under 19 years of age. The value of a scholarship is £80 a year, and that of an exhibition does not exceed £50 a year.

Wadham College.—Under the statutes there are not less than 8 nor more than 10 fellows, including 1 for the study of medicine, and 1 to be held by the professor of experimental philosophy. There are 18 scholarships, the election to 2 of which is made after an examination in Hebrew, and in the case of 3 special regard is to be had to knowledge of Greek. The scholarships are of the value of £80 a year, tenable for two years, which may be extended to five years. Candidates must be under 19 years of age, except in the case of the Hebrew scholarships, for which the limit is 20 years. There are 2 exhibitions for scholars of the Manchester Grammar school, and one for a commoner of the college. Besides these there is a general exhibition fund.

Pembroke College.—There are 10 fellowships, 2 of which are styled Sheppard fellows. Of these, 1 is to be called to the bar, and the other is to proceed to the degree of D. M. There are at present 26 scholarships, all of which are tenable for four years, except 4 Townsend scholarships, which are tenable for eight years, the holders, however, sharing in emoluments during four years only.

Worcester College.—There are 9 (or 10) fellowships and 19 scholarships. Of the latter, 5 are for persons educated at Bromsgrove school, 4 for sons of clergymen of the Church of England, or some church in communion therewith, needing assistance at the university, and the remainder are open. There are also 6 to 10 exhibitions, 2 of which are connected with the Charterhouse school, and 3 with Bromsgrove school.

Hertford College.—There are 18 fellowships and 40 scholarships. Of the latter, 30 are of the annual value of £100, tenable for five years, and most of them are open; 6 are tenable for three years, are of the value of £40 per annum and are limited in the first instance to persons educated at the free grammar school of Worcester and Hampton Lucy school, but in the absence of qualified candidates from these schools are thrown open to general competition. The remaining 4 are open and worth at least £50 a year. There were in 1893 15 exhibitioners. Of these, 2 are specially endowed, while the rest were the gift of the college.

St. Mary Hall.—The Nowell exhibition is tenable for four years from matriculation, preference being given first to kin of the founder or his wife.

Keble College.—In 1893 there were 16 scholars and 6 exhibitioners. No particulars concerning them were given.

CAMBRIDGE UNIVERSITY.[1]—*Craven scholarships.*—There are 6 scholarships of £80 per annum each, tenable for seven years if the scholar continue a member of the University. Any undergraduate may be a candidate provided he be not of more than three years' standing from the time of his first residence.

Battie scholarship.—Value between £30 and £35 per annum, on a plan similar to the preceding.

Browne scholarship.—Value £21 per annum, on a plan similar to the preceding.

Davies scholarship.—Value £30 per annum on the same footing as Craven scholarships, to be awarded for the greatest proficient in classical learning.

Pitt scholarship.—Annual income between £70 and £80; governed by same regulations as the Craven scholarships.

Person scholarship.—The scholar shall receive not less than £60 per annum. Any undergraduate is eligible who shall have been matriculated, and shall not have resided in the university more than five terms. The examination therefor shall be exclusively classical, and the tenure is four years.

Waddington scholarship.—Income from £3,000 in 3 per cent stock, tenable for five years in residence. Any undergraduate of not more than three years standing from the time of his first residence shall be eligible. The examination is exclusively classical.

Bell scholarships.—Eight scholarships, income about £57 per annum each, of which number 2 become vacant every year. Candidates must be of not more than one year's standing, and every scholar must promise in writing to take the degree of B. A., in the most regular way. If no sons or orphans of clergymen of the Church of England be found qualified, then, and then only, are the electors to elect sons of laymen, being undergraduates in need of assistance. Special stress is laid in the examination on classics and mathematics.

Thomas Barnes scholarship.—Income, £60 per annum, tenable for four years. Candidates shall be undergraduates in their first year and shall have been educated on the Foundation of Christ's Hospital, St. Paul's school, or Merchant Tailors' school, London, and shall have come directly to the university from one of those schools. In default of such candidates the scholarship shall be open. Every scholar shall promise, in writing, to take a degree in the most regular manner.

Abbott scholarships.—The income from £4,000 is divided between 2 scholars, elected for three years each. Candidates shall be undergraduates in their first year. Among such candidates, sons or orphans of clergymen in the Church of England, who stand in need of assistance, shall be chosen, if there be any sufficiently deserving; if not, sons of laymen, being undergraduates in need of assistance, may be chosen.

Tyrwhitt Hebrew scholarships.—There are 6 scholarships tenable for three years. Two scholars shall be elected every year; the first in merit of these 2 shall receive an annual stipend of £30, and the second an annual stipend of £20 Candidates shall be bachelors of arts or inceptors not of sufficient standing for M. A., or students in civil law or medicine of not less than four nor more than seven years' standing, who must produce certificates that they have kept the exercises necessary for the degree of bachelor of law or physic.

Crosse scholarships.—The interest of £2,000 is divided among 3 theological scholarships tenable for three years. Candidates must be bachelors of arts under the standing of M. A. The examination is upon a knowledge of the Holy Scriptures in their original tongues, Hebrew and Greek, of ecclesiastical history, of the earlier and later heresies, and other subjects bearing upon "the cause of true religion."

Whewell scholarships for international law.—There are 8 scholarships tenable for four years. Permission of nonresidence is granted only in exceptional circumstances, and then only for one year at a time. Two scholars are chosen every year, 1 of whom shall receive £100 annually, and the other £50 per annum. All persons under the age of 25 years are eligible. The examination will be upon subjects relating to law.

Lightfoot scholarships for history.—The scholarships are 3 in number, tenable for three years; they are assigned after examination and are open to members of the university who have resided at least one year and being still in residence, or having taken their first degree, are under 25 years of age. The income of each scholarship is about £70 per annum.

Balfour studentship.—The studentship is to be of the annual value of £200 or such larger sum as the university may from time to time determine. There is no competitive examination, and the student need not be a member of the university. He must devote himself to original biological research. The place and nature of his studies are subject to the approval of the managers; but, except with leave to the contrary, he must pursue his studies within the university for at least three terms during tenure. The tenure is for three years, but may be renewed for the whole or part of a second period of three years.

Craven studentship.—The studentship is of the annual value of £200, tenable for one year; but a student shall be eligible for reelection on not more than two occa-

[1] Cambridge University Calendar, 1890.

sions. The student must devote himself to advance study or research away from Cambridge in the languages, literature, history, archæology or art of ancient Greece or Rome, or the comparative philology of the Indo-European languages. Candidates must be graduates of the university of not more than five years' standing from the first degree. There is no competitive examination.

Harkness scholarship.—This scholarship is awarded annually for proficiency in geology, including paleontology. Any member of the university is eligible who has passed some final examination for the degree of B. A. In making the award regard shall be had to proficiency in geology, including paleontology, and to promise of future work. The stipend of the scholar is the income from £3,650.

John Lucas Walker studentship and exhibitions.—The fund consists of £8,282 in 4 per cent stock. The studentship shall be of the annual value of not less than £200 nor more than £300, tenable for three years, and the holder thereof shall devote himself to original research in pathology. It shall not be awarded by the result of a competitive examination. The student shall not necessarily be a member of the University of Cambridge. The place and nature of the studies of the student shall be subject to the approval of the professor of pathology, provided that the student shall be bound to pursue his studies within the university during at least three terms of his tenure, which may be extended to five years.

Exhibitions or prizes may from time to time be awarded to any person in respect of an essay, discovery, or meritorious service connected with the science of pathology. No exhibition or prize shall exceed the value of £50.

Prendergast Greek studentship.—The duty of the student shall be to devote himself to study or research in Greek language, literature, history, philosophy, archæology, or art. Any member of the university shall be eligible who has passed some final examination for the degree of B. A. within four years. The tenure is for one year, but a student is eligible for reelection. A considerable portion of the time shall be spent away from Cambridge. The emolument of the student shall be £200.

Clerk Maxwell scholarship.—Any member of the university who has been a student for one term or more in the Cavendish laboratory shall be eligible. The student shall devote his time to original research in experimental physics within the university, but may, on permission, carry on his researches elsewhere. The tenure shall be three years and a student shall not be capable of reelection. The emoluments are the income from £6,000.

Sheepshank's astronomical exhibition.—It shall be given to the undergraduate of the university who shall be found, upon competitive examination, to be best versed in astronomy, theoretical and practical. The person elected is to become a student of Trinity College and to retain the exhibition for three years. The exhibition is the interest of £1,666 13s. 4d. in 3 per cent consols.

Lumley exhibitions.—There are 5 exhibitions of £15 per annum each, to be held until graduation, for poor scholars educated at Thonton, in the county of York.

St. Peter's College.—Eleven fellowships have been established. The fellows are required to be graduates of the college, or, if the society think fit, they may be elected from among the other graduates of Cambridge or Oxford. One of the fellowships can only be held by a professor of the university. They are tenable for six years, except in the following cases: Any fellow who becomes either the head or fellow of another college immediately vacates his fellowship; any fellow who has been presented by the college to any benefice worth £400 or more shall vacate his fellowship one year after presentation; any fellow who serves the college in the privileged offices of tutor, assistant tutor, senior bursar, or dean, and has been a privileged officer for at least two years, retains his fellowship for six years independently of the time he has been a privileged officer, and if he holds such an office for twenty years, he retains the fellowship for life; any fellow who holds a professorship in the university or who holds the office of public orator, or registrary, or university librarian retains his fellowship notwithstanding the expiration of six years, while he holds such university office. The college has also power to elect as fellows men eminent for science or learning, whether graduates of Cambridge or Oxford or not.

In June, 1890, there had been founded 4 scholarships of £80 per annum; 10 of £60; 1 of £50; 4 of £40, and 3 of £20. Scholars are elected from among residents and nonresidents. Foundation scholarships are adjudged to residents (irrespective of age) according to the results of the various annual college and university examinations, for proficiency in mathematics, classics, natural science, moral science, theology, law and history. These are tenable until the holder is of standing to take the degree of B. A. Entrance scholarships are adjudged after competition among candidates who have not commenced residence in the university, and who must not be more than 19 years of age at the time of the examination. In case of special merit the tenure of scholarships may be prolonged.

There is an exhibition from the Company of Clothworkers and one from the Company of Ironmongers. To the Miller exhibition is elected some person educated at the Huntingdon free grammar school if any such duly qualified person present himself.

Clare College.—There are 8 senior and 7 junior fellows. The fellowships are open to bachelors of arts or persons of higher degree without restriction as to marriage. A fellowship becomes vacant in five years and eleven months from the time of election unless the fellow hold one of a number of offices. One of the fellowships must be a professional fellowship, and 1 may be held by a person not a member of the University of Cambridge or the University of Oxford at the time of election. For the other fellowships, only graduates of Cambridge or Oxford are eligible. The electors are the master and the senior and junior fellows. All the fellowships have the same value and the same general privileges.

The foundation scholarships are as follows: Eight of £60 per annum; 8 of £40, and 8 of £20. There are also 3 Tyldesley scholarships of £60 per annum tenable for three years, 4 Coles scholarships of £50 and one of above £60, and 6 minor scholarships, varying from £80 to £40.

There are 2 Cave exhibitions of £50 per annum for scholars from Wakefield school, 1 Metcalfe exhibition of £40 for a scholar from Hull school, and 4 Johnson exhibitions of £20 per annum for persons educated at Oakham and Uppingham schools.

Pembroke College.—There are 13 foundation fellowships open to persons of every nation, and unrestricted as to countries.

There were in 1890, 29 foundation scholarships as follows: Three of £80 a year; 9 of £60; 8 of £40, and 9 of £20. Exhibitions for one year are also provided out of the scholarship fund. Besides the foundation scholarships, which are perfectly open, there is 1 Parkin scholarship of £60 a year for a scholar from the Free School of Bowes in Yorkshire, and having previously been two years at least at that school. There is also 1 exhibition, value £75, for a scholar educated at Blackrode school in Lancashire.

Gonville and Caius College.—There are (1890) 22 fellowships, open to graduates of the college, or of the universities of Cambridge or Oxford. They are tenable, as a rule, for six years, but may be retained if the fellow be holding certain university or college offices, or shall have held some one or more of such offices during the space of fifteen years, or shall have been permitted by special vote to retain his fellowship on account of his literary or scientific reputation or labors.

The scholarships are of two kinds. (1) Entrance scholarships, varying from £40 to £80. These are competed for before admission to the college, and are open to persons under 19 years of age. The subjects of examination are generally mathematics, classics, and natural science, and from time to time mediæval and modern languages or oriental languages. (2) Foundation scholarships, which are awarded on the result of the annual college examinations to persons in residence without restriction of age. They are given for proficiency in any branch of study recognized in the Tripos examinations of the university. The annual value ranges from £40 to £100. They are tenable as a rule until the scholars are of standing to take the degree of B. A., but may be prolonged for a year or more. Exhibitions are given under the same conditions as scholarships, but for a somewhat lower standard of merit. In addition to the foregoing there are 2 Shuttleworth scholarships of £60 each, tenable for three years, and awarded for proficiency in botany and comparative anatomy. They are open to all registered medical students of the university who are of not less than eight terms' standing and have passed the additional subjects of the previous examination required from candidates for honors. The Smart studentship, worth £90 a year and tenable for two or three years, is open to all members of the university of a certain standing. A chapel clerkship of £72 (or two of £36), tenable for one year, is given to a student (or students) at the end of the second year of residence; need for such help must be shown. An organist scholarship of £90 is tenable for three or four years. The scholar acts as organist in the college chapel and is expected to read for the B. A. and Mus. Bac. degrees. There are 4 Tancred studentships in physic, of the annual value of £70. Students are required to take the degree of bachelor of medicine as soon as they are of sufficient standing for the same, and may hold the studentships for three years after their degree. They are therefore tenable for eight years. There are also 2 Harrow scholarships of the annual value of £52 10s. The scholars are elected by the governors of Harrow school. In 1890 the number of open scholarships was 42.

Trinity Hall.—There are 13 foundation fellowships tenable for six years. All the fellows have the same stipends and privileges. The holding of certain offices or professorships prolongs the tenure of fellowships. A fellow who has held the office of tutor or assistant tutor for twenty years, or the office of professor for fifteen years, may be retained in his fellowship for life.

There are 3 law studentships tenable for three years and are of the value of £50. They are to be given to graduates of the college in arts or law who intend to prepare themselves for practice in the legal profession. The holders are not required to reside in the university.

The college scholarships, 16 in number, are tenable to the time of taking the B. A. or LL. B. degree. They vary from £21 to £80 a year, and are awarded for proficiency in classics, mathematics, law, and history.

Two exhibitions of £80 and others of smaller value are usually awarded. They are tenable during the first year of residence and are open to persons under 19 years of age who have not commenced residence in the university.

Corpus Christi College.—There are 12 fellowships open to all the Queen's subjects wherever born.

The scholarships are as follows: Three of £30 a year, tenable for two years, are awarded each year to students completing the third term of residence; 2 of £60 and 1 of £40 a year are awarded under the same conditions; 2 entrance scholarships of £60 and 1 of £40, tenable for one or two years, offered annually to students who have not commenced residence; 1 of £25, tenable for two years to students completing the third term of residence; 3 of £25, tenable for one year to students completing the sixth term of residence; 2 of £20 a year with rooms are bestowed on students needing assistance in their second or third year of residence; 1 of £20 a year with rooms is awarded every third year to a student in his sixth term.

The post of organist is held by a student, the stipend being £30 a year with rooms. There are also 2 chapel clerks with a stipend of 20 guineas a year each, and a sub-librarian with a stipend of £10 a year.

Two exhibitions, value £24 and £18, are appropriated to scholars from Norwich, Wymondham, or Aylsham schools; 2 of £30 a year with rooms to scholars from Canterbury or Westminster schools; 2, value £36 and £30, to scholars from St. Paul's school; 1, value £20, to one or more of the founder's name (Colman); in default of such to 4 scholars from Norwich or Wymondham schools.

King's College.—There are 46 fellowships and 48 scholarships. Four of the fellowships are appropriated to professors in the university. The remainder are open to all graduate members of the college whose standing does not exceed six years from the 25th day of March in the academical year in which they commenced residence in the university.

Twenty-four of the scholarships are appropriated to Eton College, and 24 are open. Of the former at least 4 are offered every year for competition as entrance scholarships, tenable for four years, and 2 as undergraduate scholarships. At least 6 open scholarships are offered every year. Open entrance scholarships are tenable for two years and may be prolonged for a further tenure of two years. All undergraduate scholarships are tenable till the holder is of six years' standing. The emoluments of a scholarship are £80 a year. Holders of undergraduate scholarships have tuition free, and Eton scholars have also commons during residence and rooms rent free until their first degree. There is also an entrance scholarship of at least £70 a year.

There is a Vintner exhibition of £70 a year awarded for proficiency in natural science, and 2 exhibitions of £50 each. They are open to all undergraduates of the college in their first or second year of residence, and to other candidates under 19 years of age.

Queen's College.—There are 12 foundation fellowships tenable for six years, but no fellow can retain his fellowship for more than one year after his induction into a college living, the net annual value of which exceeds £400. Fellows who hold certain offices have their tenure extended.

A fixed proportion of the revenues of the college is paid over to the scholarship fund. The governing body distributes this among the scholars. The value of the scholarships depends upon the report of the examiners. No scholarship will be of less value than £30 nor usually of more than £60. There are also 2 Sedgwick exhibitions worth £20 per annum, 1 Clark scholarship worth £10 per annum, and 1 Sandys exhibition worth £12 per annum.

St. Catharine's College.—There are 6 fellows and 26 scholarships. Of the latter, 14 are worth £40, 4 are worth £50, 6 are worth £35, and 2 are worth £25. There is also a fund of £3,000 for the support of students of the college. From these funds scholarships varying from £50 to £20 annually are given each year after open competition. The Jarrett scholarship has the income from £1,000. All the scholarships are open to candidates from any school or place of birth. The librarianship is worth £20 per annum with an allowance for rooms. The master's sizarship is worth £30 per annum with chambers rent free. The Bible clerk receives his commons with chambers rent free.

Jesus College.—There are 16 fellowships tenable for six years from admission. A fixed proportion of the revenues of the college is paid to the scholarship fund. The governing body distributes this among the scholars In 1889 the number of scholars was 25, and their stipends varied from £60 to £10. The amount so distributed amounted to £970. There are also 17 Rustat scholarships from £40 to £50 appropriated to sons of deceased clergymen, or, in default of such, to the sons of living clergymen; 1 scholarship of £40 per annum to the son of a living clergyman with preference to a native of Nottinghamshire or Lancashire; 1 of £15 per annum to the son of a clergyman; 2 of £16 per annum open to all clergymen's orphans and tenable from the degree of B. A. to that of M. A.; 1 of £72, or 2 of £36 per annum, of students educated at Loughborough school. The foundation scholarships may be held with any other.

Scholarships and exhibitions for proficiency in classics, mathematics, and natural science are given away by examination in December to candidates who intend commencing residence in October. These may not exceed £80 in value, and candidates must be under 19 years of age.

Christ's College.—There are 15 fellowships and 30 or more scholarships open to all the Queen's subjects without restriction. The fellowships are divided into senior and junior fellowships. The number of senior fellows must not exceed two-thirds nor be less than one-third of the whole number. All fellows must be graduate members of the college or the University of Cambridge, or of Oxford. A junior fellow may be of any standing at the time of election, and can hold his fellowship for six years or until he has been elected to a senior fellowship. In order to be elected to a senior fellowship it is necessary either (*a*) to hold one of certain specified offices in the college or university; or (*b*) to be engaged in other specified work under university sanction, either at Cambridge or elsewhere; or (*c*) to be a person of known ability and learning engaged in research in any art or science. A senior fellow who for twenty years has held one or other of the qualifying offices or employments may retain his fellowship for life without further obligation to service.

The scholarships are maintained either from the scholars' fund or from separate trust funds. The scholars' fund receives annually one-fifth of the divisible income of the college. Out of it are supported not less than 12 Lady Margaret's scholars, whose stipends vary from £30 to £100 a year; 3 King Edward VI scholars, receiving £50 a year each; and 1 Finch scholar and 1 Baines scholar, receiving £30 a year each. The trust funds provide generally for 3 scholarships of £50 and 9 of £30 per annum. There are also 2 Carr exhibitions, value £50 a year each, with preference to Giggleswick school; 2 Wilson exhibitions, value £30, with preference to Kirkby Lonsdale school; 1 Petyt exhibition, value £30, with preference to Skipton school; and 1 Otway exhibition, value £30, with preference (1) to Kirkby Lonsdale school, (2) to Sedbergh school. Besides the above there are 8 exhibitions, aggregating between £50 and £70 a year, perfectly open and are annually distributed amongst the most deserving students of the college. Students are elected to scholarships and exhibitions for proficiency in mathematics, classics, natural science, moral science, law, history, divinity, oriental languages, modern and mediæval languages. They are tenable until the student is of standing to take the B. A. degree, and in case of merit the period may be extended until he is of standing to take the M. A. degree, but no longer. There are also 4 divinity studentships, annual income from each not less than £50 nor more than £100, open to students from 16 to 22 years of age. These may be held for three years after the degree of B. A., but no longer.

St. John's College.—There are 56 fellowships, 60 foundation scholarships and 9 sizarships. The fellows are graduates of the college or of Cambridge or Oxford, and must proceed to the degree of master of arts, master of law, master of surgery, or doctor of medicine as soon as possible. Fellowships are tenable for six years, provided no fellow may be of more than ten years' standing from his first degree. The tenure of fellowships may be extended for periods of five years. Five fellowships are devoted to professors of the university.

The foundation scholars are elected from students of the college or from such other persons and of such standing as the council may think fit. Scholars, if not graduates, must proceed to some degree at the regular time. Scholarships are worth not less than £40 nor more than £100 per annum. Their tenure is contingent upon residence, good conduct, and application to study. The 9 proper sizars have their commons free, and usually hold exhibitions. They are chosen from the other sizars after a residence of at least three terms. The sum of £360 is assigned annually in Wood exhibitions to the most deserving students,[1] account being taken of their pecuniary circumstances. The sum of £520 is given annually to the most deserving students[2], to be called Hare exhibitioners. The Hughes exhibition of £35 is given annually for proficiency in biblical and ecclesiastical history. There are also 3 Naden divinity studentships, value of each £80, open to B. A.'s not of standing for M. A., and are tenable for three years; the Fry Hebrew scholarship, worth £32, tenable for three years, is open to B. A.'s of the college or university. Four law scholarships, worth each £150 yearly, and tenable for four years, are open to B. A.'s or LL. B.'s of the college who shall prepare themselves for practice in the profession of law. Two studentships, worth £60 each, for the study of physical or natural science or of Semitic or Indian languages, are tenable with scholarships, and are open to students of the college engaged in any of the above studies who are of not less than nine nor more than eighteen terms' standing.

Six foundation scholarships and 4 minor scholarships are awarded annually by competition among persons who have not commenced residence. They range in value from £80 to £50 per annum, and are tenable for two years at least. Candidates must be under 19 years of age, and may offer themselves for examination in classics-mathematics, natural science, Hebrew or Sanskrit. There are 4 choral student,

[1] Twenty-six in 1890.

[2] Twelve in 1890.

ships, value £40. The students take part in the musical services in the chapel. Exhibitions attached by preference to certain schools are 4 of £40 each, tenable for three years, to Pocklington school; 6 of £33 6s. 8d., tenable for three years, to Sedbergh school; 1 of £17 10s., tenable for four years, to Shrewsbury school; 1 of £20, tenable till B A. standing, to Stamford school; 1 of £10, tenable till B. A. standing, to Westminster or Hoddesden school; 1 of £18, tenable for three years, to Bury St. Edmunds school; 4 of £32, tenable for four years, to Oakham or Uppingham school; 2 of £30, tenable for four years, to Peterborough or Oundle school; 3 of £40, tenable for four years, to Hereford school; 2 of £50, tenable for three years, to Hereford school; 2 of £50, tenable for three years, to Manchester school; 2 of £50, tenable for 3 years, to Marlborough school; 3 of £30, tenable for four years, to Durham school; 1 of £20, tenable for four years, to Sutton Valence school; 1 of £40, tenable for three years, to Grantham school; 2 of £25, tenable for four years, to Exeter school.

Magdalene College.—There are 7 fellowships and 9 open foundation scholarships. The latter are as follows: Three of at least £60 per annum, 3 of £40, and 3 of £20. There are also 4 Milner scholarships of £80 a year each, with preference to scholars from Leeds, Halifax, and Heversham schools; 4 Holmes exhibitions of £70 a year each for scholars from Wisbech school; a college exhibition of £36 a year open to candidates who have not commenced residence. A benefaction of £65 is given annually to poor and deserving students.

Trinity College.—There are 60 fellows (at the least), 74 major scholars (at the least), the minor scholars, and 16 sizars. The fellows are elected from all members of the college or other members of the university who have attained the B. A. degree, or some equal degree, and whose standing after such degree does not exceed three years. The tenure is six years, except in case of men who have filled certain offices. The scholarships are open to all undergraduates of the college and to persons who are not yet resident members of the university, provided that these last are under 19 years of age. Ordinary major scholarships are generally tenable for five years and six months. The annual value is for a resident undergraduate £100, and for a resident B. A. £80. Major scholarships awarded before commencing residence are of the value of £80 a year during residence and are tenable for two years only. Besides the major scholars there are chosen every year not less than 6 minor scholars and exhibitioners. It has been usual to award 3 minor scholarships worth £75, 3 of £50, besides exhibitions of £40. These are open to all persons under 19 years of age who have not commenced residence. They are tenable for two years.

Of the value and number of appropriated exhibitions the following is a statement: Two or 3 annually from Westminster school, £40 per annum each; 2 of £40 to St. Paul's school, London; 1 of £3 8s. 8d. to Lynn school; 1 of £40 to the name and kindred of R. B. Podmore or to a native of Salop County, educated for four years at least at the grammar school of Shrewsbury. There is also an astronomical exhibition of £50 per annum, tenable for three years and open to the public competition of all undergraduates of the university. The Coutts Trotter studentship for original research in natural science, especially physiology and experimental physics, is awarded at least every two years and is open to graduates of the college of not more than seven years' standing. There is no examination, but regard is had to the promise of power to carry on original work. The student receives £250 a year. There are 16 sizars. The value, including all allowances, is £100 a year. The value of a subsizarship is £40. Candidates for sizarships may be either subsizars of the college or persons under 19 years of age not yet members of the university.

Emmanuel College.—There are 13 fellows and 24 foundation scholars. The junior fellowships are tenable for six years and are open to all graduates of Cambridge or Oxford. The senior fellowships are tenable generally so long as the person elected holds some one of certain university offices. The scholarships paid out of the general revenues are as follows: Two of £80 per annum, 2 of £70, 8 of £60, 6 of £50, and 6 of £40. There are also 5 Thorpe scholarships awarded to students of not less than three terms' standing, 2 of which at least are awarded for proficiency in theology. There are also 4 scholarships and exhibitions of £22 per annum, with preference to Oakham and Uppingham schools; 2 of £50 to Derby and Ashby de la Zouch schools; 1 of £16 to Durham and Newcastle schools; and 3 of £30 to Market Bosworth school. Scholarships are usually awarded to resident members of the college and are tenable till B. A., or, with special permission, till M. A. Scholarships, tenable in the first instance for not more than two years, are also offered for competition to candidates who have not commenced residence. There are 2 subsizarships of the value of £30 open to candidates who have not commenced residence and tenable for one year, and 4 sizarships of £45 tenable for two years.

Sidney Sussex College.—There are 10 fellows and 24 scholarships. The value of the latter is as follows: Four of £60 a year; 8 of £50; 6 of £40; and 6 of £30. There are also 3 exhibitions of £60 a year for Tiverton School; 4 of £25 for Oakham or Uppingham schools; 2 of £45 for sons of clergymen educated at Grantham or Oakham schools; and 2 of £12 for sons of clergymen. There are also 6 sizarships of the value of £27 a

year each. Scholarships and exhibitions are awarded for proficiency in mathematics, classics, divinity, or natural sciences, according to the results of an examination.

Downing College.—There are 6 fellows and 6 scholars. Candidates for fellowships must have taken a degree in arts, law, or physic in Cambridge or Oxford, and must not be above 30 years of age. Fellowships are tenable for seven years from election.

The foundation scholarships are worth not less than £50 per annum, with the addition, in some cases, of rooms rent free and an allowance for commons. They are tenable at least until the holder be of standing to take the B. A. degree, and in some cases the tenure is extended to M. A. They are awarded for distinction in natural science, moral philosophy, history, or law.

Two minor scholarships are offered annually for competition among persons who are not members of the university, or undergraduates who have not resided one whole term. They are worth from £40 to £70 per annum, and are tenable until the holders are of standing to compete for a foundation scholarship. The examination is in law and natural science. Candidates in natural science must be under 19 years of age. There is no such limitation in the case of candidates in law.

Cavendish College.—Open scholarships of the value of £50 and £30 per annum are offered in classics, mathematics, natural science, and modern languages, and scholarships of the value of £30 are awarded to undergraduates of the college in the various subjects studied in the university. A scholarship is also given by the results of the senior local examination, and there is an organist scholarship. The total number of scholars in 1890 was 11.

Selwyn College.—Entrance scholarships are given annually in classics and mathematics, and an organ scholarship of £30 is awarded from time to time. Number of scholars in 1890 was 9, not including one exhibitioner.

Ayerst Hall.—There are 4 scholarships of £20 a year each, tenable for two years during residence. Two are offered each year, to be awarded only to candidates who are considered likely to take a degree in honors, and who have already kept at least three terms at the Hall. There are also exhibitions of £20 a year for converts from the mission field.

Noncollegiate students.—There are 3 exhibitions of £52 10s. a year each, one to be awarded annually, for the study of physical science, and tenable for three years by noncollegiate students; 3 exhibitions of £30 a year each, one to be awarded each year to a noncollegiate student of the University of Cambridge of at least a year's standing.

3. FRANCE.

The particulars concerning bourses (scholarships) in France have been taken from the Annuaire de la Jeunesse for 1893, which contains the following:

The bourses (scholarships) maintained by the State in the faculties of sciences and of letters are of three kinds: Les bourses de licence (scholarships for candidates for the degree of licentiate), les bourses d'agrégation (scholarships for candidates for the degree of fellow), les bourses d'études (ordinary scholarships).

The scholarships of these three kinds are bestowed for one year from the 1st of November; they are payable monthly in advance, and may be prolonged for a second year. They can not be held with another remunerative office.

Scholarships for candidates for the degree of licentiate.—These scholarships had formerly the uniform value of 1,200 francs ($231.60), but at the present time some of them are worth 1,500 francs ($289.50). The candidates must be Frenchmen, between the ages of 18 and 25, and must have the bachelor's degree. They must register between the 20th of May and the 20th of June with the secretary of the académie in which they reside, indicating the faculties to which they wish to be attached. They furnish, besides their certificate of birth and their diploma, (1) a statement signed by themselves, giving the profession of their father, the residence of their family, the institution or institutions where they were educated or to which they had been attached as teachers, the place or places where they have lived since leaving the said institutions; (2) a certificate from the head or heads of said institutions, containing, with a statement as to the character and aptitude of the candidate, a statement indicating the amount of success which he had obtained in the studies of his classes; (3) a statement as to his pecuniary condition.

The examinations are held at the beginning of July, at the seat of each faculty, on the same day. The subjects for the written composition are sent by the minister.

The examinations are as follows:

1. In the faculty of letters: A French and a Latin composition; thorough explications of a Greek author, of a Latin author, and of a French author from the classes of rhetoric and philosophy of the lycees. The candidates for the licentiate of letters with mention of philosophy are examined also in philosophy; the candidates for the licentiate of letters with mention of history, in history. The candidates for the licentiate of letters with mention of living languages, construe a German or English author of the class of rhetoric; to this is added an oral German or English exercise.

For the candidates for the licentiate of letters, pure and simple, the Latin explication is double and bears upon a prose writer and upon a poet.

2. In the faculties of sciences: A composition and some questions on the subjects of mathematics, physics, chemistry, and natural history, according to the licentiate for which the candidate prepares himself.

The consultative committee of public instruction arranges the list of candidates in the order of merit, taking into account the needs of secondary instruction. Nevertheless the holders of licentiate scholarships should not consider themselves as officers to whom the State owed a place at the expiration of their scholarships. While they furnish serious and numerous recruits to secondary instruction, the administration of public instruction does not intend, however, to make a contract of engagement with them.

The scholars who have received one of the prizes of honor at the general examination of the lycees of Paris or of the departments can obtain a licentiate scholarship without taking the examinations just spoken of.

The scholar admitted to one of the licentiates of sciences can obtain, without a new examination, a scholarship for one of the other two licentiates. This new scholarship is for one year and can not be renewed, except on a special report of the dean, of the rector, and upon the vote of the consultative committee.

The number of licentiate scholarships granted to new incumbents in October, 1892, was as follows: In mathematics, 17 entire scholarships, 1 three quarters scholarship, 1 half scholarship; in physical sciences, 12 entire scholarships, 2 half scholarships; in natural sciences, 4 entire scholarships, 1 half scholarship; in letters, 23 entire scholarships, 1 three-quarters scholarship, 5 half scholarships; in letters (history), 9 entire scholarships, 1 half scholarship; letters (philosophy), 4 entire scholarships; letters (German), 6 entire scholarships; letters (English), 3 entire scholarships, 1 half scholarship.

Of the entire scholarships, 32 were for 1,500 francs ($289.50); the others of 1,200 francs ($231.60).

The number of licentiate scholarships for one year from November 1, 1893, given to young men who had been called under the flag, and who enjoyed their scholarships during the year 1893–94, was as follows: In mathematics, 7 entire scholarships, 1 three-quarters scholarship; physical sciences, 2 entire scholarships; letters, 3 entire scholarships, 1 three-quarters scholarship; letters (English), 1 half scholarship. Three of these scholarships were worth 1,500 francs ($289.50); the others, 1,200 francs ($231.60).

The scholarships for licentiates of letters with mention of living languages are bestowed at first for two years. During the first year the young men who hold them reside in foreign countries, either in Germany or in England. They receive, besides the scholarship, an allowance for traveling and living expenses. The second year they return to France and attend the lectures of a faculty.

Scholarships for candidates for the degree of fellow.—These are of 1,500 francs ($289.50) or of 1,800 francs ($347.40). The candidates must be at least 30 years of age. They address their request, between the 1st and 20th of July, to the dean of the faculty where they have taken the degree of licentiate.

They add to this request the certificates of the heads of the institutions where they have taught. If they have been licentiate scholars they annex a special report from the professors whose courses they have followed. All these documents, accompanied by explanatory remarks, by the conclusions arrived at by the dean, and by a report showing how the faculty intends to prepare for the degree of fellow, are sent through the rector to the minister, who takes the advice of the consultative committee of superior instruction. Some of the scholarships for candidates for the degree of fellow can be bestowed upon the report of the boards of examination of the various bodies of secondary instruction.

The number of this class of scholarships bestowed in 1892 on new incumbents is shown in the following table:

Subjects.	Entire scholarships.		Two-thirds scholarships.		Half scholarships.
	1,800 francs ($347.40).	1,500 francs ($289.50).	1,200 francs ($231.60).	1,000 francs ($193).	750 francs ($144.75).
Mathematics	5	6			1
Physical sciences	5	4		1	1
Natural sciences		1			
Philosophy	2	4			2
History	2	6			3
Letters	3	3		1	2
Grammar	5	6	1	2	2
German	2	5			
English	2	1			1

Ordinary scholarships.—These are of the annual value of 1,500 francs ($289.50); they are intended to encourage free and disinterested research in the faculties of sciences and of letters. These scholarships are each year of a variable number, according as the needs of secondary instruction make the number of scholarships for licentiates and fellows vary. They are bestowed upon nomination by the faculties and confirmation by the consultative committee of superior instruction. The conditions for obtaining them are very broad; strictly, no degree is required; it is sufficient to have given proof of aptitude in a certain branch of science. Nowadays, since the professors no longer live isolated from the students, they know their talents; they designate those who ought to be encouraged. Thus it is expected to attach by degrees to the faculties of sciences and of letters a distinct clientage of candidates for the degrees, and who are more especially engaged in researches of a scientific order.

A certain number of these scholarships are reserved for students in law, in medicine, and in pharmacy, to pursue literary and scientific studies.

The candidates must register before August 1 with the secretaries of the academies.

Annual grants by departments, cities, and associations in favor of scholars of the faculties and schools of superior instruction.—These grants are applied to the creation of prizes and the support of scholars; they may vary from year to year. The grants for scholarships, of which the faculties of Paris are the beneficiaries, and which are renewed from year to year, are as follows: Faculty of Protestant theology, 1,600 francs ($308.80) from the general synod of the Church of the Augsburg Confession, 800 francs ($154.40) from the consistory of Nimes, 1,000 francs ($193) from the association for the encouragement of the studies at the faculty; faculty of law, 6,000 francs ($1,158) from the city of Paris; faculty of medicine, 6,000 francs ($1,158) from the city of Paris; higher school of pharmacy, 3,000 francs ($579) from the city of Paris. These grants from the city of Paris are distributed in scholarships of 1,200 francs ($231.60) and in half scholarships of 600 francs ($115.80).

The city of Bordeaux awards scholarships (number not given) at the faculties of sciences and of letters.

The cities of Lille, Amiens, Abbeville, and the department of Ardennes support or have supported some young men pursuing their studies at the faculties of sciences and of letters at Lille.

Besides these scholarships supported by the State, cities, and associations, there are eight scholarships of the value of 1,000 francs ($193) each at the faculties of Paris, founded by gifts from individuals.

4. GERMANY.

In the German universities there is no system of fellowships and scholarships. Students are aided by having their tuition fees postponed or remitted, and by free dinners and cash benefices. The following account of the aid given to students in German universities is taken from an article on German universities, printed in the Annual Report for 1891-92:

Since time out of date pecuniary aid has been offered to students in order to facilitate their attendance in the university; this has been done in three ways: First, by postponing the payment of lecture fees; second, by granting free dinners; and third, by benefices in cash. It is to be regretted that complete statements concerning these benefices are not available; it is only in recent years that the Prussian university statistics offer any information under this heading.

How the lecture fees are to be paid, as well as their amounts, for what period the paying of the fees may be postponed, are questions settled by the professors themselves. In Prussian universities indigent students are relieved temporarily from the payment of these fees, if they petition for postponement and furnish the questor with documentary evidence of poverty, signed by home authorities. Usually the payment is postponed for six years, after which the questor attempts to collect the fees, unless the debtor has no fixed employment or regular source of income. Frequently the final settlement is set aside if the debtor's financial condition remains unsatisfactory. In late years the petitions for postponement of payment of fees have considerably decreased in numbers; they are found almost exclusively in the theologic and philosophic faculties. The postponement of payment is not granted with the same liberality in all the universities. The principle has been adopted lately of not postponing the payment of any fees during the first semester; in other universities the postponement holds good only for the time of study in that particular institution. Where postponement is customary release from payment is excluded, while in some universities a commission examines each case and releases the student from payment; but in such institutions postponement is not customary.

During the year 1887–88 the payment of fees was postponed in 3,010 cases, or 22 per cent of all students; 2,891 of these students were native Prussians, 94 had come from other parts of Germany, 25 were foreigners. During that year 25.63 per cent of the Prussian students enjoyed this kind of beneficence (in 8 semesters an average of 26.1 per cent). The proportions varied in different universities; while in Berlin, Bonn, Halle, Kiel, and Königsberg the percentage was 20.4 and 20.9 per cent, it was only 7.6 per cent in Marburg, 9.3 per cent in Göttingen, 10 per cent in Braunsberg, 17.6 per cent in Münster, but 54.5 per cent in Greifswald. Some of those who enjoyed these benefices were sons of professors, who according to the charter of the institution are exempt from lecture fees, but their number is very small. There are also cases of professors who do not charge for private instruction to foreigners, but such cases do not come under observation. Some students pay part of their fees and postpone the payment of the other.

All in all, it may be said that fully one-fourth of all the students are in needy circumstances, and furnish proof of this fact, whereupon the benefice mentioned is accorded them. This percentage is considerably increased if we add those who receive benefices in cash in addition to the postponement of lecture fees or depend upon aid in cash only. In Prussia 2,430, or 17.9 per cent, of all the students receive cash benefices; 76 of these were foreigners, 236 were Germans, but not native Prussians. Free dinners were given to 1,052 persons, 7.7 per cent of the students. But since these dinners were frequently given to the same persons, it will not do to add the total numbers of the three classes in order to arrive at the number of those who enjoy benefices. If each one is counted but once, we get a total of 4,510, or more than one-third of all the students. Among these were 88 foreigners, 414 Prussians, and 308 other Germans. The Prussians represent a percentage of 36.48 per cent of the students; 18.74 per cent received benefices in cash and 8.77 per cent free dinners. There can be no doubt that the number of beneficiaries is actually greater than stated in the foregoing, because many are not counted who receive aid from private sources in their native towns. This phase of the question is of greater importance in regard to the amount of benefices than in regard to the number of beneficiaries.

Altogether 2,868 German students received cash aid and free dinners amounting to a value of 441,619 marks ($105,989), which is equal to 154 marks ($37) per semester. Since the number of benefices given was 3,346, it is plain that a number of students received several kinds of benefices. However, this statement falls much behind the actual truth; the causes of this are found in the foregoing. Seventy per cent of 3,346 cases of aid consisted of cash gifts and 30 per cent free dinners. The 70 per cent in number had a value of 87 per cent.

A word concerning the sources of these benefices may be welcome. We state that 1,341 = 40 per cent, valued at 124,745 marks ($32,339) = 30.5 per cent, were derived from funds of the universities; 1,470 = 42.9 per cent, valued at 212,708 marks ($51,050) = 48 per cent, were derived from funds appropriated by municipal governments, corporations, etc., and 535 = 17.1 per cent, valued at 94,166 marks ($22,600) = 21.5 per cent, were derived from family endowments. Concerning the last-mentioned item we may say that, owing to want of information, it may be very much too small. The Prussian minister of education paid in 1891–92 the sum of 68,766 marks ($16,704) to needy students, and besides that had at his disposal a fund of 100,000 marks ($24,000) for such students of German parentage who consented to accept government positions in the Polish provinces. The foregoing numbers are distributed among the faculties as follows:

Benefices in cash and free dinners were given in 1887–88 per semester to students of the—

	Protestant theological faculty.		Catholic theological faculty.		Law faculty.		Medical faculty.		Philosophic faculty.	
	Students.	Marks.	Students.	Marks.	Students.	Marks.	Students.	Marks.	Students.	Marks.
Absolute numbers	1,093	151,950	244	34,897	265	62,136	614	88,760	653	103,876
Per cent of faculty	37.7	34.4	8.5	7.9	9.3	14.1	21.4	20.1	22.7	23.5
Per cent of the students of the faculty	41.1	.....	44.6	.....	11.8	.....	17.6	.....	17	.....
Per capita	.....	140	.....	143	.....	234	.....	144	.....	159

From the foregoing table we see that the students of theology are the most numerous of those receiving aid, partly because they are mostly in needy circumstances;

partly, also, because for such students the largest benefit funds are in existence. The percentage of the philosophic faculty, which used to be much larger, has decreased in late years in consequence of the addition of students who did not formerly have the right of citizenship in the university, such as agriculturists, pharmacists, etc., and for whom very few endowments for scholarships and benefices exist.

The amounts paid to individuals are generally very small. Almost one-half the number of cash benefices amounted to 100 marks ($24) or less per semester. Only 30 amounted to 500 to 800 marks ($120 to $192). Only 9 amounted to 800 marks and more.

The statistics of public instruction in the Kingdom of Bavaria, embracing the years 1869–1892, contain the statement that of every 100 students, 20 were completely exempt from the payment of lecture fees; 25 partially so; together, 45 per cent. Of the students of theology, 59 per cent belong to that class; of the law students, 40 per cent; of the medical students, 39 per cent; of the students of philosophy, 50 per cent. Fifteen per cent of the students (330) received aid in cash (54,298 marks, or $13,132) = 164.5 marks ($39.38) per capita.

CHAPTER VI.

UNIVERSITY EXTENSION.

At the close of the year 1892-93 detailed statistical reports concerning university extension courses of lectures were received from 26 institutions. These institutions reported that they had delivered during the year 418 courses, or a total of 3,022 lectures, with an aggregate average attendance of 56,601. The average attendance at 35 courses of lectures was not reported by the institutions concerned. Ten of the courses of lectures were delivered in California, 3 in Colorado, 3 in Connecticut, 2 in Delaware, 119 in Illinois, 15 in Indiana, 3 in Kansas, 3 in Kentucky, 6 in Louisiana, 8 in Maine, 1 in Maryland, 4 in Massachusetts, 6 in Michigan, 6 in Missouri, 21 in New Jersey, 34 in New York, 15 in Ohio, 1 in Oregon, 115 in Pennsylvania, 1 in Virginia, 2 in West Virginia, and 2 in Wyoming. The location of 38 of the centers was not reported.

Two of the courses were on philosophy, 3 on mathematics, 1 on university extension, 6 on education or pedagogy, 23 on art, 48 on political or social science, 50 on natural or physical science, 119 on history, 128 on literature, and the subjects of 38 courses were not reported.

The summarized statistics, by institutions, are as follows:

Institutions conducting courses.	Number of courses of lectures delivered.	Aggregate number of lectures in courses.	Aggregate average attendance on courses of lectures.	Aggregate average attendance at class.	Number of weekly papers.	Number passed examination.	Number rejected.
1	2	3	4	5	6	7	8
Leland Stanford Junior University, Palo Alto, Cal	10	57	2,925	350	125	45	.....
University of Denver, University Park, Colo	2	12	250	175	4	4	.....
Wesleyan University, Middletown, Conn	3	13	.....	.....	.....	.....	.....
University of Chicago, Chicago, Ill	125	750	22,592	8,994	718	486	.....
Indiana University, Bloomington, Ind	14	123	1,000	1,000	63	.....	.....
Wabash College, Crawfordsville, Ind	2	18	200	.....	.....	.....	.....
De Pauw University, Greencastle, Ind	2	12	140	70	.....	.....	.....
University of Kansas, Lawrence, Kans	5	60	890	.....	.....	87	13
Tulane University, New Orleans, La	6	36	215	215	.....	.....	.....
Colby University, Waterville, Me	8	45	660	143	.....	.....	.....
St. John's College, Annapolis, Md	1	6	50	10	5	.....	.....
Detroit College, Detroit, Mich	1	10	160	.....	.....	.....	.....
Western Michigan College, Grand Rapids, Mich	1	6	25	10	.....	.....	.....
University of the State of Missouri, Columbia, Mo	2	24	185	.....	.....	.....	.....
William Jewell College, Liberty, Mo	2	30	33	33	.....	.....	.....
Rutgers College, New Brunswick, N. J	9	90	949	481	23	51	12
University of the State of New York, Albany, N. Y	34	340	2,932	1,059	221	142	17
University of Cincinnati, Cincinnati, Ohio	9	156	258	.....	.....	41	.....
Ohio State University, Columbus, Ohio	4	22	240	229	.....	.....	.....
Willamette University, Salem, Oreg	1	3	600	.....	.....	.....	.....
Western University of Pennsylvania, Allegheny, Pa	5	35	405	20	.....	.....	.....
American Society for the Extension of University Teaching, Philadelphia, Pa	108	625	18,772	4,759	529	395	.....
Summer meeting of 1893 of American Society	20	119	714	.....	.....	65	.....
Central high school, Philadelphia, Pa	3	30	254	254	.....	.....	.....
Brown University, Providence, R. I	38	380	1,950	.....	.....	.....	.....
Richmond College, Richmond, Va	1	8	130	20	3	3	.....
University of Wyoming, Laramie, Wyo	2	12	72	72	4	.....	.....

In addition to the courses reported by the above-mentioned institutions, the University of California gave 2 courses of lectures on English, 1 on mathematics, 1 on pedagogy, and 2 on scientific subjects; Napa College, Napa, Cal., gave 1 course of 6 lectures on psychology; Cornell College, Mount Vernon, Iowa, gave 1 course on history; the University of Minnesota gave 3 courses on history and 1 on English literature; Missouri Valley College, Marshall, Mo., gave 1 course of 24 lectures on English literature; Trinity College, Durham, N. C., gave 1 course of 6 lectures; Allegheny College, Meadville, Pa., 1 course of 10 lectures on English literature; and the University of Wisconsin gave 48 courses of 6 lectures each.

Other institutions which are known to offer university extension courses of lectures are as follows: University of Arizona, Tucson, Ariz.; Colorado College, Colorado Springs, Colo.; Connecticut Society for the Extension of University Teaching; University of Illinois, Champaign, Ill.; Knox College, Galesburg, Ill.; Lake Forest University, Lake Forest, Ill.; State University of Iowa, Iowa City, Iowa; Bowdoin College, Brunswick, Me.; Buchtel College, Akron, Ohio; Ohio University, Athens, Ohio; Baldwin University, Berea, Ohio; Western Reserve University, Cleveland, Ohio; Ohio Wesleyan University, Delaware, Ohio; Kenyon College, Gambier, Ohio; Denison University, Granville, Ohio; Hiram College, Hiram, Ohio; Marietta College, Marietta, Ohio; Oberlin College, Oberlin, Ohio; Miami University, Oxford, Ohio; Wittenburg College, Springfield, Ohio; Heidelberg University, Tiffin, Ohio; Otterbein University, Westerville, Ohio; Antioch College, Yellow Springs, Ohio; University of Texas, Austin, Tex., and University of Utah, Salt Lake City, Utah.

The number of institutions maintaining summer schools is rapidly increasing. This form of instruction may be considered as another phase of university extension; for, by such means, university instruction and the extensive libraries, laboratories, and museums are rendered available, during the summer months, to teachers and other persons who are not able to attend the regular sessions of universities and colleges. The summer schools usually continue for periods varying from six to twelve weeks.

The universities and colleges offering instruction by means of summer schools are as follows: University of California, Berkeley, Cal.; Leland Stanford Junior University, Stanford University, Cal.; Colorado College, Colorado Springs, Colo.; University of Georgia, Athens, Ga.; University of Chicago, Chicago, Ill.; Cook County Summer Normal School, Englewood, Ill.; Northwestern University, Evanston, Ill.; Indiana University, Bloomington, Ind.; Wabash College, Crawfordsville, Ind.; De Pauw University, Greencastle, Ind.; Ridgeville College, Ridgeville, Ind.; Drake University, Des Moines, Iowa; State University of Iowa, Iowa City, Iowa; Cornell College, Mount Vernon, Iowa; Campbell University, Holton, Kans.; Central University, Richmond, Ky.; Amherst College, Amherst, Mass.; Harvard University, Cambridge, Mass.; Clark University, Worcester, Mass.; University of Michigan, Ann Arbor, Mich.; Hope College, Holland, Mich.; University of Minnesota, Minneapolis, Minn.; Cotner University, Bethany, Nebr.; University of Nebraska, Lincoln, Nebr.; Cornell University, Ithaca, N. Y.; Keuka College, Keuka College, N. Y.; Columbia College (School of Mines), New York, N. Y.; University of Rochester, Rochester, N. Y.; University of North Carolina, Chapel Hill, N. C.; Mount Union College, Alliance, Ohio; Ohio University, Athens, Ohio; Ohio Wesleyan University, Delaware, Ohio; Findlay College, Findlay, Ohio; Marietta College, Marietta, Ohio; Muskingum College, New Concord, Ohio; Oberlin College, Oberlin, Ohio; Scio College, Scio, Ohio; Wittenberg College, Springfield, Ohio; Heidelberg University, Tiffin, Ohio; University of Wooster, Wooster, Ohio, Ursinus College, Collegeville, Pa.; Grove City College, Grove City, Pa.; Volant College, Volant, Pa.; Black Hills College, Hot Springs, S. Dak.; University of Virginia, Charlottesville, Va.; Washington and Lee University, Lexington, Va., and University of Wisconsin, Madison, Wis.

Summer schools not held at universities and colleges, but generally at the seashore or among the mountains, are as follows: Ottawa Chautauqua Assembly, Ottawa,

Kans.; Louisiana Chautauqua, Ruston, La.; Marthas Vineyard Summer Institute, Cottage City, Mass.; Normal Institute of Vocal Harmony, Lexington, Mass.; Northfield Schools for Bible Study, Northfield, Mass.; Seashore Normal Institute, West Chop, Mass.; Bay View Summer University, Bay View, Mich.; Seaside Assembly, Avon-by-the-Sea, N. J.; Long Island Chautauqua and Summer Schools, Babylon, N. Y.; Chautauqua Assembly, Chautauqua, N. Y.; Summer School, Cold Spring Harbor, N. Y.; National Summer School, Glens Falls, N. Y.; Glenmore School for the Culture Sciences, Keene, N. Y.; Catholic Summer School of America, Plattsburg, N. Y., summer meetings, Prohibition Park, Staten Island, N. Y.; Central Summer School, Tully Lake, N. Y.; Lakeside Encampment, Ohio; American Institute of Instruction, Narragansett Pier, R. I.; Lake Madison Summer School, Lake Madison, S. Dak.; Mont Eagle Assembly, Mont Eagle, Tenn.; Virginia Summer School of Methods, ——, Va.; Monona Lake Assembly, ——, Wis.

CHAPTER VII.

MEDICAL EDUCATION.[1]

RAISING THE STANDARD.

Medical education in this country is now making one of the longest strides forward that has occurred in its history. This step is the lengthening of the course to three and four years of eight or nine months, instead of the old course of two years of four or five months. We say this step is now being taken, for while many schools have already lengthened their courses during the last eight years, there are others which have arranged to do so soon, and still others which are certain to follow along afterwards.[2] So the work of higher medical education is still in a progressive state, in that many medical schools have not as yet entered upon their full course of instruction, but it is probable that nearly all of the colleges will have completed this extension during the next four or five years. When they have done so, and one can take a retrospective glance and see that every medical school has added one or two years to its course, and has lengthened the annual session to eight or nine months, the question will naturally arise, What was the moving cause of this extension? Why was it that the medical colleges, which for decades had been contented with a course of two years of four or five months each, began to adopt courses of three or four years of eight or nine months each?

In fact, this question has already been answered by several writers, but the explanations must have come from different standpoints, as they arrive at different conclusions. It is said by some that the Illinois State board of health, of which Dr. John H. Rauch was secretary, was the prime cause, when it announced that no school having a course of less than three years would be considered in good standing and that its graduates could not practice in Illinois without first undergoing an examination. Others say that the medical practice acts adopted in several States during the last five or six years began the work; others attribute it to the resolutions of the American Medical College Association in favor of higher education; others claim that "it was inaugurated by the American Institute of Homeopathy in 1888, when it was ordered that 'After the college sessions of 1890–91 each and all of the homeopathic schools of America will require of their candidates for graduation at least three years of medical study, including three full courses of didactic and clinical instruction of at least six months each.'"

It is probable that many of the leading medical institutions had for some time been in favor of extending the course, but were deterred from fear that their students would leave for competing colleges where less time was required. But when some

[1] By A. Erskine Miller.

[2] The Association of American Medical Colleges, at its meeting in San Francisco, June 7, 1894, "*Resolved*, That students graduating in 1899 or subsequent classes be required to pursue the study of medicine four years and to have attended four annual courses of lectures of not less than six months' duration each."

of the institutions which constituted departments in heavily endowed universities became less dependent upon tuition fees, they were able to adopt longer courses without considering its effect upon attendance. Besides, about this time the number of medical students was becoming unusually large, so that some schools did not really desire an attendance larger than they could well accommodate. By adopting a longer course they would still have as many students as desired, and they would send out graduates better prepared to gain credit for themselves and for the institution.

Many of the State boards of health now announce that they will not recognize any institution unless it exacts a full three years' course of study and complies with all other standard requirements of education.[1] One of the results likely to follow from this elevation of the course is that there will be fewer new colleges coming into existence, for unless an institution has a good standing with the State boards of health or examining bodies, it can not reasonably expect to meet with much success. But as the present number of medical colleges will be ample for many years to come, no complaint will be made because others can not come into existence. In fact, medical education would be advanced if some institutions already existing were consolidated with others in the same locality.

"The chief difficulty in making a high standard universal lies in the number of the medical colleges. It is, indeed, a sorry admission that the medical schools in this country are the greatest enemy to medical progress, not in themselves but in their number. * * * The remedy lies in their amalgamation. Let the absurdity cease of small towns having three, four, or six of these struggling institutions, no one of which can have a vigorous life.

"There is now all over the country a growing disposition for the universities to take charge of medical teaching and to develop their medical departments with all the zeal they give to the others. We see it in Michigan; we see it in California and Colorado; we see it in Louisiana and Texas as strikingly as in our Eastern States. There is nothing but good in this. The power, the means, the spirit of the university go out to its branch; the university in turn gains by the reputation of its medical faculty, and by the recognition that medicine is an essential part of the new learning which leads on to the highest attainable civilization."[2]

EFFECT ON ATTENDANCE OF LENGTHENING THE COURSE.

The question may be asked, How has the attendance of students been affected by the requirement of another year of study? Adding one year to the course means not only increasing the amount of time required, but also an increase in the financial outlay. It would therefore naturally be expected that many young men would be led to seek other lines of employment. In order to determine this question somewhat definitely the statistics for the last five years have been collected of medical, dental, pharmaceutical, and law students, as all of these have had lengthened courses. Instead of any decrease, however, we find the number of students to have grown steadily larger. In 1888–89 the number of medical students was 15,029; since that time the number has gone steadily forward to 19,752 in 1892–93. As yet even the number of graduates has suffered no special loss, except in the dental schools, where the number of graduates in 1891–92 was 1,282 and fell to 507 in 1892–93, when the graduating class first encountered the three-year regulation.

Although the actual number of students in attendance during the last five years has regularly increased, it is still very probable that many have been kept out by

[1] Since the above was written the regulations have been made still more stringent. In Oregon, Montana, and Minnesota after 1898 an attendance upon four courses of lectures will be required.

"The Regents of the State University [of New York] have voted to confer the university degree M. D. only after one year's postgraduate study subsequent to receiving the degree of bachelor or doctor of medicine from some registered medical school, and only on candidates who have spent not less than four years total study in accredited medical schools."—N. Y. Med. Record, July 20, 1895.

[2] Dr. J. M. Da Costa, of Philadelphia.

the lengthened course. It should be borne in mind that the same students are now kept in attendance a longer time, and therefore help to swell the enrollment for another year.

Enrollment during five years.

	1888–89.	1889–90.	1890–91.	1891–92.	1892–93.
Students.					
Regular medical	12,238	13,521	14,538	14,934	16,130
Homeopathic	1,159	1,164	1,220	*a* 1,086	1,445
Eclectic	669	719	780	*a* 570	773
Physio-medical	15	36	59	48	64
Graduate	909	1,176	1,563	1,201	1,292
Preparatory	39	44	.....	47	48
Total medical	15,029	16,660	18,160	17,886	19,752
Dental	1,825	2,696	3,016	2,874	2,852
Pharmaceutical	2,812	2,871	2,884	2,799	3,394
Law	3,906	4,518	5,252	6,073	6,776
Graduates.					
Regular medical	3,296	3,853	4,303	4,115	4,324
Homeopathic	312	380	392	*a* 243	394
Eclectic	186	221	213	*a* 164	178
Physio-medical	5	15	23	2	15
Total medical	3,799	4,469	4,931	4,524	4,911
Per cent graduating	25.3	26.8	27.1	25.3	24.9
Dental	696	943	1,012	1,282	*b* 507
Pharmaceutical	689	759	733	722	827
Law	1,268	1,424	1,727	1,976	2,400

a Decrease due in part to failure of one important school to report.

b Decrease due to its being the first graduating class affected by the change to a three years' course.

LEGAL CONTROL OF THE PRACTICE OF MEDICINE.

Unless it be the American Medical College Association, probably nothing has contributed so much to the advancement of medical education in the United States as the establishment of State licensing boards, frequently called boards of health on account of a union of their functions. Here we see how far-reaching and important a little clause sometimes becomes, in a law which directs the licensing boards to register all graduates "of colleges in good standing." Probably no one of the legislators who first voted for the bill containing these words, now found in the law of several States, had any idea of what a powerful leverage they would become in the hands of State licensing boards for stimulating medical colleges to lengthen their course of study and raise the requirements for entrance and graduation. But when the Illinois State board announced that no medical school would be regarded in good standing which did not require three courses of lectures, the institutions immediately began to fall into line in lengthening their courses, for in truth many schools had favored such an extension before, but were deterred from taking the step because their competitors did not adopt it. Now, however, they recognized the fact that all schools would soon be compelled to advance their standards. This valuable work of State licensing boards was soon recognized in other States, and now we find such boards in thirty-five States and Territories, all of them contributing to a large extent in placing medical education upon a plane where it will reflect honor upon its followers.

It was not many years ago when, in almost any State in the Union, anyone could hang out his sign as a medical practitioner and charge as high fees as the best qualified physician in the town. Why, then, should one spend several years in preparing for his work and deplete his purse with the hope of being able to refill it again? It might be said that the meritorious physician would be able eventually to show beyond doubt his qualifications, while the half-educated doctor would be unable to hide his mistakes. That is true to some extent, but the latter generally is able to

recognize this fact himself, and when the truth begins to reveal itself to the people, he quietly moves off, possibly to another section of the same city, and begins to plod his old course in a country new. The meritorious doctor then sees that what he expected has taken place, but as a vacancy has occurred, another one soon moves in who has possibly bought out the good will of the departing brother, and then perhaps begins again the identical course of events. Besides, medical knowledge and skill do not alone determine a physician's success; there are other things that help to decide it. An air of self confidence, a good personal appearance, a cheerful and sociable disposition, and a happy faculty for making acquaintances go far toward securing a reputation as an able physician, and if united with a good degree of dependence on vis medicatrix naturæ he may enjoy many happy days of visiting patients, drawing a veil over ill-timed prescriptions, collecting good fees, and receiving high encomiums from warm-hearted friends.

It may be said that the well qualified physician should also endeavor to possess these external requisites, that they are really as essential in restoring health to the invalid as a well selected prescription; but that is no reason why they should constitute the stock in trade; no reason why the confiding patient should be left to chance or to nature when by the administration of the proper medicine, convalescence would at once begin. But, above all, that is no reason why, so far as can be avoided and when perhaps a life is in danger, dependence should be had upon some one supposed to possess both knowledge and skill, when in fact he has neither. This only illustrates the ease with which deception can be practiced in the healing art, and why the governments of Europe and so many States of this country have adopted regulations to secure at least presumptive evidence that medical practitioners are qualified for their responsible duties. The people have not sufficient time, as individuals, to examine into the qualifications of physicians, to say nothing of the opportunities and knowledge necessary to properly determine such a question. Frequently it is not until some member of the family has been suddenly taken sick that the question arises what physician shall be called, and the query is quite often determined by hurrying to the first drug store and inquiring of the clerk for the nearest physician.

There are eighteen States in which the diploma of no medical college confers the right to practice, but all candidates for this privilege must undergo an examination. These States are Alabama, Arkansas, Florida, Georgia, Maryland, Minnesota, Mississippi, New Jersey, New York, North Carolina, North Dakota, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Virginia, Washington. In seventeen other States the diploma confers this right only when the board of health or other determining body shall have declared the college to be "in good standing," and this has been interpreted to mean that they are satisfied with the entrance requirements, the length of the term, the number of courses required before graduation, the character of the instruction given, and all other items which aid in fully qualifying the graduate to practice. In some instances State boards have announced in advance that they would recognize no college which did not require so many courses of lectures, or which did not have an annual session of so many months. Medical institutions would then see that they must comply with these requirements or else their graduates from such States would be on unequal footing with those from other schools, and consequently the number of their students would be diminished. In self-defense, therefore, they must comply with all reasonable stipulations.

"A conspicuous effect of these laws has been seen in the improvement of the standard of medical education. To them, more than to any one cause, is due the difference which exists between the condition now and in 1870. In Alabama, Colorado, Connecticut, Illinois, Nebraska, Oregon, South Dakota, and Washington, at least three full courses of five to six months each, no two in the same year, are demanded. The State of Oregon, after 1898, will require four courses of six months each from physicians who wish to practice in that State. There is not only a prolongation of the period of study as the effect of these laws, but there is also an

increased demand for a preliminary education, the establishment of new professorships, and more exacting examinations for the degree. Of all agents distinctly bringing about this change, the Illinois State board of health, and especially its secretary, the late Dr. John H. Rauch, deserve the highest consideration."[1]

In twelve States and Territories it is required only that the candidates for licensure shall present a diploma from some medical school; no question being asked as to the character of the instruction given in the school. This opens a wide door to dishonest evasions of the law, and the traffic in fraudulent diplomas flourishes in consequence. The registrar of medical practitioners frequently has practically no information as to the medical schools of the country, and makes no pretense to examination of the diplomas. But another serious defect in many States is that little or no effort is made to see that unregistered physicians do not practice. The law is left to enforce itself.

An act to regulate the practice of medicine and surgery was lately passed by the legislature of Maine, but its requirements have not yet been ascertained. This leaves New Hampshire as the only State in the Union with no medical-practice law, which it will soon have to enact in self-defense.

In New York the law has probably gone further than in any other State to prevent the licensing of persons not qualified. It is intended, in the first place, to prevent anyone from entering upon the study of medicine who has not the proper preliminary education, and in the second place it prevents anyone from beginning practice without undergoing an examination elsewhere than at the college he attended. Every medical student is required by the law of 1889, as amended in 1890, to file with the regents of the University of the State of New York a certificate "showing either that he possesses the degree of bachelor or master of arts, of bachelor or master of science, or of bachelor or doctor of philosophy, received by him from a college or university duly authorized to confer the same, or that during or prior to the first year of his medical study within this State he passed an examination conducted under the authority of the regents of the University of the State of New York or by the faculty of a medical school or college entitled to confer the degree of doctor of medicine, in accordance with the standard and rules of the said regents in arithmetic, grammar, geography, orthography, American history, English composition, and the elements of natural philosophy, or in their substantial equivalents approved by the said regents, or that he possessed qualifications which the regents considered and accepted as fully equivalent to the above-named qualifications."

After he has received his degree, and before he can begin practice, the medical student in New York is required to pass an examination before the State board of examiners, regular, homeopathic, or eclectic. (Law of May, 1893.)

In several other States the laws on this subject are of very recent date, showing that the trend of legislation is strongly toward safeguards against incompetent practitioners. In Pennsylvania an act was passed May 18, 1893, to take effect March 1, 1894, requiring an examination before a State board of examiners. In Connecticut the law regulating the practice of medicine only went into effect October 1, 1893, and in Nebraska it was enacted in July, 1891. In South Carolina the law requiring an examination was repealed December 24, 1890, but was reenacted in December, 1893. The laws of Georgia, Rhode Island, and Maine are of still more recent enactment. The medical-practice law of Georgia takes effect January 1, 1895. It provides for three distinct boards of examiners of five members each, regular, homeopathic, eclectic. All applicants for license must undergo an examination before one of the boards, but no one can be examined except graduates of incorporated medical colleges requiring not less than three full courses of six months each.

[1] Reginald H. Fitz, M. D., Boston.

Legal requirements for the practice of medicine in the United States.

States and Territories.	Requirements.
Alabama	Examination by State or county board of medical examiners.
Arizona Territory	Registration of diploma.
Arkansas	Examination by State or county board of medical examiners.
California	Diploma of college "in good standing."[1]
Colorado	Do.
Connecticut	Diploma of a college "recognized as reputable by one of the chartered medical societies of the State."
Delaware	Diploma of "a respectable medical college."
District of Columbia	Diploma; but practically no requirements.
Florida	Examination by State or district board of medical examiners.
Georgia	Examination by State board after showing diploma of a college requiring three years of six months.
Idaho	Diploma.
Illinois	Diploma of college "in good standing."
Indiana	Diploma.
Iowa	Diploma of college "in good standing."
Kansas	Diploma.
Kentucky	Diploma of "a reputable college."
Louisiana	Diploma of a "medical institution of credit and respectability."
Maine	Law recently passed; requirements not known.
Maryland	Examination by State board of examiners.
Massachusetts	Diploma.
Michigan	Do.
Minnesota	Examination by State board of examiners.
Mississippi	Examination by State board of health.
Missouri	Diploma of college "in good standing."
Montana	Do.
Nebraska	Do.
Nevada	Diploma.
New Hampshire	No legal requirement.
New Jersey	Examination by State board of examiners.
New Mexico Territory	Diploma of college "in good standing."
New York	Examination by State board of examiners
North Carolina	Do.
North Dakota	Do.
Ohio	Diploma.
Oklahoma	Diploma of college "in good standing."
Oregon	Do.
Pennsylvania	Examination by State board of examiners.
Rhode Island	Diploma "of a reputable and legally chartered medical college, indorsed as such by the State board of health."
South Carolina	Examination by State board after presentation of diploma.
South Dakota	Examination by State board of health,
Tennessee	Diploma of college "in good standing."
Texas	Examination by a district board of medical examiners.
Utah Territory	Examination by Territorial board.
Vermont	Diploma.
Virginia	Examination by State board of examiners.
Washington	Do.
West Virginia	Diploma "of a reputable college."
Wisconsin	Diploma.
Wyoming	Do.

[1]The words "in good standing," as interpreted by the State boards of health and boards of examiners, refer only to those colleges whose regulations comply with the conditions established by these boards.

FRAUDULENT MEDICAL SCHOOLS.

In the report on education for 1894 of the Illinois State board of health, notice is given of forty-six medical schools which have fraudulently carried on the business of diploma selling, six of which were chartered within the last five years. Before the States had any laws restricting the practice of medicine, fraudulent schools could not reap a harvest from selling bogus diplomas, because no diploma was needed; anyone could claim to be a doctor. But when the States began to enact laws forbidding anyone to practice medicine who was not a graduate of a "legally chartered medical school," a diploma became a valuable article, because it answered the purpose of securing a license. It even did more than this; inasmuch as the law required a diploma as evidence of special skill and training before one could practice, therefore when one possessed the diploma it was to be inferred that he also had the required skill and training. Hence a diploma not only gave one the right to practice, but also furnished presumptive evidence of his qualifications. A demand for

diplomas therefore immediately arose, and the supply was soon fully equal to the demand. Had it not been for the energetic efforts of the Illinois State board of health, to whom great credit should be given for exposing at least ten of these bogus colleges, there would no doubt have been many others in existence. But notwithstanding the efforts to weed out all diplomas of fraudulent schools they still find a ready market, for although it has been repeatedly shown how easily a diploma can be obtained from a "legally chartered school," yet the legislatures are slow to act, and it does not fall within the province of any particular one to have the law changed, and the medical profession especially can not well make the effort lest a charge of selfishness be brought against them. Even when the venders of bogus diplomas are brought into the courts and fined they only engage in the business more assiduously than ever in order to recover the amounts they have lost. "Carey has been twice arrested, convicted, and fined for practicing medicine illegally, nevertheless his diplomas are recognized in Washington, Idaho, and elsewhere as those of a legally chartered institution, and persons are practicing thereon."[1] A hardware dealer in Buffalo, who had never spent an hour in the study of medicine, received by express his medical diploma, dated May 27, 1889, paying for it $60 on delivery. These bogus diplomas are found in all the States allowing practice on a diploma from a legally chartered medical school, and they are not even confined to this country, but find their way across the Atlantic. Complaint has more than once been made to the National Government by the European authorities of persons seeking practice on the strength of fraudulent American diplomas. It is probable that since the medical colleges are all lengthening their courses and adopting other restrictive measures, there will be a greater demand than ever for diplomas from "legally chartered medical schools."

SPRING COURSES OF LECTURES.

A few years ago the catalogues of nearly all medical schools spoke particularly of spring courses of lectures, and of the advantages students might derive from them. Now there is very little said on the subject. At that time the length of the annual session was only four or five months, and it was a common occurrence even then for first-year students to leave a month or two before the close of the session. Many institutions recognized the importance of longer sessions, and endeavored to remedy the matter by having a complementary session in the spring or fall, but notwithstanding the efforts made to get students to attend them, the number was always insignificant. A more effective method has therefore been instituted. Quite a number of institutions have lengthened the regular annual course to six or seven months, and some to eight or nine months, and the students not in the graduating class are required to remain till the close of the session before they can receive the certificate of a year's attendance. Consequently these colleges no longer have any complementary course, although the students have the privilege of remaining during the summer and attending the clinics if they so desire, but this is scarcely advisable after a long medical session. In answer to the question asking the number of weeks in the spring course, fifty-five medical schools state that they have no spring course, while only twenty-two answer affirmatively; the remaining schools do not answer at all, but very probably have no spring course.

STUDY UNDER A PRECEPTOR.

A few years ago, when nearly all medical colleges had a course of only two years of four or five months, it was generally stated in the catalogues that the student would be required to spend one year under a preceptor before he could matriculate; and this would have been of much value to him if it was spent under proper direction and attention; but unfortunately those physicians who were most competent to

[1] Rep. Ill. Board of Health, p. 140.

direct his work were generally so engrossed with other duties that they had little time to devote to the medical student. The latter soon recognized the fact that his time was not being well spent, and that he must look after his own interests; consequently he usually spent only a few months, or perhaps weeks, in the study of anatomy, aided only by a few bones which had been hidden away in his preceptor's office. He then went to some medical college where he felt confident he could complete the course in a brief period, registered his name, age, and residence, and the name of his preceptor, paid his matriculation fee, and began to attend the same lectures as those who were soon to complete the course, He soon recognized, however, that he labored under difficulties, for he was nonplussed at the terms spondylolisthesis, symphyseotomy, colporraphy, oöphorectomy, sponge tents, etc., but when he spoke of it to his fellow-students they allayed all fears by telling him he would hear exactly the same thing the next year and would then understand it.

Now that the medical schools have adopted graded courses of three and four years, and the student is led along in his work in an orderly and systematic manner, he is no longer required to spend any time under a preceptor, for it is well known that his time could be far better employed at the institution; in fact, the time in a preceptor's office is wasted. "According to Dr. N. S. Davis it (reading medicine in a doctor's office) consisted in 1877 in little more than the registry of the student's name in the doctor's office, permission to read the books of his library, or not, as he chose, and the giving of a certificate of time of study for the student to take to the medical college when he expected to graduate."

CLINICAL INSTRUCTION.

Although the State governments and municipalities render very little assistance directly to medical education, yet indirectly very much is done by city governments and charitable citizens, an aid the lack of which would be serious indeed, but one which is not yet fully utilized. How difficult would be medical instruction without hospitals to furnish illustrations of the various diseases; and especially difficult would it be to give instruction in surgery. It would be the written description of a steamboat to a boy, instead of placing him on the wharf where he might see it with his eyes instead of having to build it up with his brain. The catalogues of medical institutions almost without exception call particular attention to the hospital advantages which they possess, indicating how important it is that the student enjoy full clinical opportunities. These hospitals have sometimes been established by the munificence of wealthy individuals, frequently as memorials of relatives or friends. Municipalities often establish them, and when their great usefulness is made apparent to the public, friends spring up to make known their claims, and they meet with the success so evidently merited. Every large city now has one or more of these institutions ready to receive and carefully attend the indigent sick and those suffering from accidental injuries. The advantages of treatment in a large hospital possessing all necessary appliances and accommodations arranged for constant use, and in furnishing well-trained nurses, are so great that many persons of ample means prefer to be treated there rather than at home. But to the poor, who can barely provide common food and shelter when in health, and whose domestic environment is frequently such as to induce disease instead of warding it off, the hospital comes as a great blessing, furnishing proper diet, the advice of skillful and experienced physicians, and attendance of trained nurses; and the only compensation asked of them is that young men and women whose work in life will be to ameliorate suffering and cure disease shall be permitted to observe the symptoms characteristic of different diseases, so that they may afterwards be able to recognize them at a glance and institute proper treatment at the outset of disease. No medical student can properly enter upon the practice of his profession until he has had this clinical teaching, for it is a knowledge which can not be obtained from books and lectures. All medical colleges make special efforts to provide for their students full instruction of this kind.

But since the courses in medical colleges have been raised to three and four years and the sessions lengthened to eight and nine months the schools need other assistance than that derived from clinical instruction in the hospitals; for, notwithstanding the great value of this instruction, it is not a source of revenue at all. The schools should not be left to depend upon tuition fees for support. This fact is becoming known to men of wealth, and some institutions are receiving substantial assistance from them.

Mr. William Deering, a wealthy Chicago manufacturer, has given $50,000 to the trustees of the Northwestern University, to endow a chair in honor of Dr. N. S. Davis, in the medical department of the university—the old Chicago Medical College, of which Dr. Davis was the founder.

The Harvard medical school received a bequest in 1894 valued at $50,000, under the will of the late Rev. W. C. Moseley, of Newburyport.

The New York Homeopathic Medical College received from the estate of Mr. William Ogden $50,000.

The medical department of the University of Pennsylvania received $50,000 from Dr. William Pepper when resigning his position as provost of the university.

STUDENTS HAVING DEGREES.

It would be of interest to know how the percentage of medical students having degrees in arts or science at the present time compares with the number of such students some years ago, especially since we find the secondary schools constantly increasing the amount of work required of their students and consequently raising the age at which it can be completed; while, on the other hand, the medical schools are all adopting courses of three or four years and at the same time becoming much more rigid in the requirements for matriculation. To determine with any accuracy the number of medical students having degrees in arts or sciences is a difficult matter, for only a few medical schools keep an accurate record of this item. Harvard Medical College is one of the few institutions which keep this record. In it the decrease in the number of graduate students since 1884 has been remarkable. The figures are as follows:

Year.	Per cent of graduates.	Year.	Per cent of graduates.
1884	53.9	1889	34.4
1885	53.3	1890	38
1886	46.8	1891	36.8
1887	45	1892	28.2
1888	38.8	1893	23

Here we find that since the year 1884, with one exception, there has been a uniform decrease. The per cent of students holding degrees in Harvard medical school would no doubt compare quite favorably with the number in any other school, and since it is about to add a fourth year to its course the proportion of graduate students will probably be diminished still further.

Medical graduates would doubtless be well qualified for their work if they first completed the entire secondary school course, which President Eliot places at about the eighteenth or nineteenth year; then a college course at 23 and the medical at 26 years of age, or at 27 in those schools which require four years; and allowing them only three years for hospital experience and in which to get located and a practice started, such students might be expected to become self-supporting at 30 years of age. No allowance is made here for the loss of a year or two by failure to reach the required standard at any time, or on account of sickness, or other reason, but it is a steady, nonintermittent course, and one which needs to be sustained by a well-filled purse. At a recent congress of American physicians and surgeons a member claimed that the medical student should have the A. B. degree, requiring four years; then he

should spend four years in a medical school, one year in a hospital, and one year in a medical school in Europe—making ten years in all. Dr. P. S. Connor, of Cincinnati, argued that it would be unjust to insist upon all students that they should first be in possession of the A. B. degree, and then possibly have to practice at some country crossroads where the people around were unable to speak a single sentence correctly.

However, to prescribe a course of training is one thing; to have it followed is another. To make it a requirement of all medical students that they should take the course mentioned above, requiring ten years for completion and only to be finished after 30 years of age, would be to demand what is impracticable. Not only would many students be prevented from taking such a course from financial reasons, and others claim that their prospective income in rural districts would not justify it, but there are also some educators who hold that there should be a better adjustment of the collegiate and professional courses—that the collegiate student should have better opportunities for electing studies preparatory to his professional work, or that his professional course should help constitute the requirements for an academic degree. The latter plan has been adopted by a few institutions. But in objection to this the question may be asked, What special reason is there why the practitioner of medicine should receive an academic degree at all if he can not obtain it in the regular way? If he is not to receive the training and knowledge which the collegiate course is designed to give, then the degree would be misleading and deceptive and therefore objectionable; although it may be said that his medical training develops his mental faculties in the same way as collegiate studies, it is answered that he receives the M. D. degree for the completion of the medical course and that it should not entitle him to double distinction. If so, why should not the medical student take an extended course in purely medical education and then receive the three degrees, A. B., Ph. D., and M. D.? There would be one advantage in this: he would not spend one-half his life preparing for the other half. He could complete his secondary course at 18 or 19 years of age, his medical course at 25 or 26, and still be able to enter upon the practice of his profession with honors heaped upon him.

Another plan has also been adopted by some institutions to enable medical students to enter earlier upon the practice of their profession. In about one-fourth the medical schools of the United States students who are graduates in arts or science are allowed to enter upon the second year of the medical course, thus completing the course one year earlier than nongraduates.

"The average age of students who enter the Harvard academic department has been gradually rising during the whole of this century, until it has reached nearly 19 years. The student who enters the medical school, therefore, finds himself just beginning the preparation of the real work of his life at an age when many of his contemporaries are already engaged in the productive work of their professions. In Germany the best class of students begin their professional studies at a little earlier age than that at which our young men enter Harvard College. As the course of study leading to the degree of doctor of medicine lasts five years, it follows that the German physician is ready to begin practice before he is 23½ years old."[1]

Says President Eliot in his report of 1892-93:

"The professional schools are demanding longer and longer periods of study; and this demand, coupled with the improvement in the secondary schools, makes it more and more natural, and for young men of small means even necessary, to go direct from secondary schools to professional schools."

Here it seems that the young men, when they find it necessary to curtail the time required, have omitted or abbreviated the college course, holding that their early training should be full and accurate, a good foundation, but that as their professional attainment will form the basis of their lifework and determine its success, it should be the last to be abridged.

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[1] Dr. J. C. Warren.

In considering the subject of medical education it is well to remember that all students can not be expected to pursue the same stereotyped course of study; in some cases the limitations of age or of finances would compel the student to seek the nearest entrance to the practice of medicine, while in other cases the student would be able and desire to obtain first a full general education and then to spare neither time nor money in obtaining a thorough and accurate medical training, so that he would be able to practice his profession with that satisfaction to himself which only skillful training can furnish. There must of necessity be two standards of medical education; a minimum standard, to which all students are required to attain, and a maximum or ideal standard, to which all students should desire to attain if possible.

The first simply requires that the student shall have received a full secondary or high school education, then an attendance upon three full courses of lectures, and the passing of an examination in each branch of study. This course will be taken by those whose age or financial condition prevents the possibility of a more extended training.

The ideal course is the one mentioned on a preceding page, a full secondary education by 19 years of age, the completion of a regular four years' collegiate course by 23, then four years in a medical college and one or two years in a hospital, the student not beginning practice until 30 years of age. Of course many students can not take this ideal course, but there are many who will, and especially will those who expect to seek practice in the large cities endeavor to comply with it. Those schools whose graduates go mainly to rural districts and villages will probably receive the larger number of students taking a short course, while other schools possessing large endowment funds, and independent of tuition fees, especially those schools which constitute departments in the old and well-established universities where can be found every appliance for complete laboratory investigation, will be sought by those students desiring to receive the fullest medical training; while the large body of medical students will seek an intermediate plane between the two extremes, but each year approaching nearer to the highest standard. Of course the number of students pursuing the extensive course above mentioned is not large at present, but as the country becomes more densely populated and as the candidates for professional honors are increasing rapidly, only those who have received full preparation can long expect to compete successfully for medical practice.

WOMEN IN THE PRACTICE OF MEDICINE.

It is well known that in America woman has a wider, more independent, and more remunerative sphere of work than in any other part of the globe. In fact, there are but few callings here in which she has not at least a few representatives. Although there is a greater demand here for "woman's rights" and probably more conventions are held to secure them than in any other part of the world, still it is to America that they ever look for the nearest approach to the ideal condition of woman. The greater freedom has whetted the appetite for still wider fields. But when we consider that some of the most skillful and eminent authorities on medical subjects have been women, we need not be surprised that they are still engaged in the work. When a Lachapelle and a Boivin have gone before, their followers are sure to be coming after. During the year 1892–93 there were 1,302 women enrolled as students in the various medical schools of the United States, including 64 students not reported in time to be tabulated. Women were enrolled in 64 medical schools as follows:

	Schools.	Students.
Regular	36	827
Eclectic	9	78
Homeopathic	13	330
Physio-medical	2	10
Graduate	4	57

There are in the United States 7 schools for the medical education of women exclusively. One of these, the Woman's Medical College of Pennsylvania, has an enrollment of 210 students. There were also 161 women studying the cognate subjects pharmacy (98) and dentistry (63), not mentioning the 42 engaged in the study of law.

Taking three years as the average length of time required for graduation, and making some allowance for students dropping out, there would be about 300 medical students in the graduating classes, or 3,000 women in the last ten years licensed to practice. According to the Census bulletin giving the statistics of occupations in 1890, there were in the United States 4,555 women physicians and surgeons, out of a total number of 104,803 physicians and surgeons.

A French compiler, M. Marcel Baudouin, furnishes a résumé of the legal status of women in the medical profession in various countries, in which, singularly enough, he omits all but the merest mention of the gentler sex in France. According to M. Baudouin, women are rigidly excluded from the advantages of a university education in Germany, and consequently may not become candidates in any medical examination. "It naturally follows that no medical woman can be the possessor of a certificate carrying with it the slightest value in Germany," since a State license upon examination is necessary to practice in that country. In Austria-Hungary the situation is even worse; there the admission of women to higher grade instruction is formally forbidden by law. Spain is quite as bad; in fact, the difficulties are said to be even greater in the Iberian Peninsula than in Germany and Austria. In England, Ireland, and Scotland the universities—through which lies the registration necessary to the right to practice—are now all thrown open to women, Scotland having been the last to yield to the new order of ideas. In Ireland, however, while a woman is afforded every facility for obtaining a medical qualification, she may not fill any public office under the State. Similarly in Sweden, Norway, and Denmark the medical career is open to all without distinction of sex, save in the matter of State appointments. In Belgium, Holland, and Roumania the broadest views prevail regarding the medical rights of women; they may do and be, as physicians, all that men can and are, cæteris paribus, which they are not. The right of women to practice is fully recognized in Italy, and a woman occupies the chair of histology in the medical faculty of Bologna.

In 1893 there were 308 women attending medical lectures in Zurich, Geneva, Berne, Basle, and Lausanne, but there are only 10 women practicing in Switzerland. After graduating the students return to their own countries to practice, principally in Russia. In this latter country, Russia, there were 546 women practitioners in 1893, and women are there allowed by law to become assistant surgeons in all railway administrations; in 1890 a special medical school for women, after the American model, was established in Moscow. Universities in many of the English colonies have been open to women since 1875, and in France women first obtained foothold in a university in 1863, but five years later there were only 4 female students in l'École de Medecine of Paris; the more beautiful women of a most beautiful country do not seem to take kindly to the practice of physic, notwithstanding the illustrious examples of Mesdames Lachappelle, Bourgeois, and Boivin, concerning whom it has been said that "if their mantle could be made to fall on the shoulders of their sisters of the present generation, female delicacy would be saved many a rude shock and the cause of science would in no sense suffer." M. Baudouin concludes with the following tribute to this country:

"Only a moment's consideration of the following statistics is necessary to convince an inquirer that he must proceed to the United States of North America if he wants to study effectually the question of medical women. According to a statistical report drawn up by M. Louis Frank, of Brussels, there were in 1893 on the other side of the Atlantic fully 2,000 women practicing medicine in one or other of its forms, and inclusive of 130 homeopaths The majority were general practitioners, but there were also 70 hospital physicians or surgeons; 95 professors in the schools; 610 specialists for the diseases of women; 70 alienists; 65 orthopedists; 40 oculists and aurists; and, finally, 30 electro-therapeutists. In Canada there is but 1 medical school exclusively for women, but in 1893 there were 10 such in the United States."[1]

[1] Journal of the American Medical Association, July 28, 1894.

HIGHER MEDICAL EDUCATION.

By Dr. William H. Welch, professor of pathology in Johns Hopkins University.

[From Western Reserve Medical Journal.]

The time has come when the need of medical education should be brought forcibly before the general public in this country. Medicine can no longer be taught with the simple appliances of former times. The proper teaching of medicine now requires hospitals, many laboratories with an expensive equipment, and a large force of teachers, some of whom must be paid enough to enable them to devote their whole time to teaching and investigating. These things require large endowments of money, and can not be adequately secured simply from the fees of students. If the public desires good physicians it must help to make them.

In this country, for the most part, we can not look to the State for endowment of medical education, but we must appeal to private beneficence. A few public-spirited and generous men and women have already given practical proof of their appreciation of these facts. With more general and fuller realization of the needs and present condition of medical education, and of the results which can be secured by its liberal endowment, there is every reason to believe that these benefactions will be largely and rapidly increased, and that thereby the condition of medical education in this country shall cease to be a reproach to us. During the last few years our methods and standards of medical teaching have shown remarkable improvement. * * * What preparation should a student bring to the study of medicine? It is highly desirable, in my judgment, that he should be liberally educated; that is, that he should possess a degree in arts or science which shall be an index of that knowledge and culture which, apart from any immediate bearing upon professional studies, are recognized as entitling their possessor to be ranked among liberally educated men. Scientific studies have acquired the right to rank with classical studies in affording this liberal culture, but the humanities should have a fair share of attention at this period of education.

The question has been discussed whether or not during the period of collegiate education the student who intends to study medicine should be required to pursue any special subjects, and especially such as bear a direct relation to his future professional studies. The answer to this question seems to me to depend upon the character of collegiate training on the one hand and of medical training on the other. The primary purpose of collegiate education is to furnish a broad basis of mental discipline and liberal culture independently of direct relation to professional work. Where, as in the old-fashioned college in this country and in the gymnasia and lycées of Germany and France, the student enters college at the age of 15 or 16 and is graduated at 19 or 20, it is not necessary or even desirable that the undergraduate student should specialize his work with reference to his future profession. Under these circumstances, which obtain in most foreign universities, at least the first year of medical study is devoted mainly to physics, chemistry, and zoology, including comparative anatomy.

These are not, however, the conditions which prevail in this country at the present time, where on the one hand the average age of graduation from our best colleges is at least two years later than in Germany and France, and on the other hand the medical schools do not furnish adequate training in physics, general chemistry, and biology, whereas these sciences are now generally included in the curricula of our colleges. When we consider the fundamental importance of these sciences for the study of medicine, the advanced age of graduation from college, and the special conditions of collegiate and medical education in this country, it seems to me clear that during the period of collegiate study the student intending to study medicine should acquire a fair knowledge of chemistry, physics, and general biology, and to these sciences should be added the study of French and German. Inability to read French and German deprives the physician of personal acquaintance with a large part of the most valuable literature of his profession, and makes it impossible for him to keep thoroughly abreast with the progress of medical science and art. * * *

There are certain points which should be clearly understood as regards the requirement that the preliminary education of a medical student should be a liberal one, indicated by a degree in arts or science, and should be made to include a specified amount and kind of knowledge of physics, chemistry, and biology, with a reading knowledge of French and German. The justification for the latter requirement is that inasmuch as students are kept at college in this country two years longer than in most foreign countries they should be permitted to pursue during at least the last two years of their course subjects which bear upon the study of medicine, but which, although included in the medical curriculum in foreign universities, are strictly liberal studies independent of their professional bearing. These sciences, preliminary to medical study, can be studied and taught better in the college than

in the medical school, and, indeed, in foreign universities they are more often pursued by medical students in the philosophical than in the medical faculty. It would be a waste of energy and money to make provision for them in both the medical and the academical departments.

It can not be truthfully said that the plan indicated need to divert the preliminary education from a liberal to a technical and specialized one, for the degree in arts or science will presumably indicate that the student has a liberal education and the special subjects need not be taken up before the last two years of the course. The scheme presupposes that the student will have made up his mind to study medicine in time to include these special subjects in his undergraduate studies. If he has not done so, or if he chooses to exclude them from his collegiate work, he will be obliged to devote at least a year to them after graduation and before beginning the study of medicine. The college authorities should, however, direct attention at the proper period of the course to the importance of these subjects for those who intend to study medicine.

This plan, moreover, adjusts medical education to existing conditions of collegiate education in this country without any essential changes in the curriculum of the latter.

The advanced age of graduation from college is a serious embarrassment to higher medical education in this country, and has led to the unfortunate result that with the increase in the time required for the study of medicine there has been a falling off in the number of medical students with a college degree in at least one of our leading medical schools, although it can not be doubted that the average amount of preliminary education has increased among our medical students.

Various suggestions have been made, especially by the medical faculties of our universities, to remedy this anomalous condition of collegiate education, or to adapt it to the needs of medical education. I think that we may assume that the college course is not likely to be shortened, or that the college will relinquish that part of its development which has made it something between the old college and a university. There is good reason to believe that there are serious defects in our systems of primary and secondary education, and that without lowering the standard of admission, better methods of teaching will enable students to enter college at least a year younger than is now the case.

The plan has been adopted in some of our colleges of permitting students to begin their medical studies in the medical department at the beginning of the senior year. This is a plan which is applicable only where there is a medical school in connection with the college, and involves certain sufficiently apparent difficulties. I think, however, there is much to be said in favor of this arrangement, which permits the student to take up the study of human anatomy, physiology, and physiological chemistry in his senior year in college, provided he has sufficient preliminary training in the fundamental sciences which have been mentioned. It may, however, be questioned whether the time available for the study of physics, chemistry, and general biology in college is any too long for this purpose, and will permit the addition of human anatomy with dissections and other subjects which must be a part of the regular medical curriculum. Unless the student has completed the work of one year of the medical course I do not see the justification of permitting him to shorten by one year the regular medical course because he has a college degree.

It should be understood that if a medical school requires for admission a year's collegiate training in physics, chemistry, and biology, subjects which are included in the medical curriculum of European universities, its period of medical study is, according to European standards, lengthened by one year, the first year being relegated to the collegiate period.

The only medical school in this country where a liberal degree is required for admission is that of Johns Hopkins University. Here it is also required, for reasons which have been stated, that the candidate for admission shall be able to read French and German, and shall have had a year's collegiate training with laboratory work in physics, chemistry, and biology. It is, of course, impossible for unendowed medical schools to demand anything approaching these conditions for admission. I do not undertake to say that even were other medical schools so situated that they could demand them it would be wise for them to do so under present conditions, but it seems to me that there is room in this country for at least a few medical schools with such a standard. Exactly what is feasible to require as a general standard for admission to medical schools in this country at the present time is a subject which, as already said, I do not consider at this time.

It is true that without a liberal education a man may become a competent physician, and may attain even a high standard of excellence in his profession, but with such education he is better adapted for the study of medicine, he is more likely to succeed in his profession, his social position will be better, and his life will be fuller. * * *

How long should be the period of undergraduate study in a medical school? In Europe it is nowhere less than four years, and in most European countries it is

longer. In Sweden it is nine or ten years; in Spain, seven years; in Italy and Holland, six years; in Austria, Russia, Portugal, and several universities of Great Britain, five years; in Germany, four and a half years. In Canada the required period is four years. * * *

The required period of study at the medical department of the Johns Hopkins University, where a full year of collegiate training with laboratory work in physics, chemistry, and biology is required for admission, is, according to European standards, at least five years.

Four years of undergraduate medical study in a medical school, each year being the usual academic year of about eight months, are as much as can reasonably be demanded in this country at the present time. This length of time is sufficient if the student enters with a satisfactory preliminary training, especially if, as is often the case, he supplements the undergraduate course with a year or a year and a half in a hospital or a year of special graduate study.

Only those medical schools which have good laboratory and hospital facilities are warranted in establishing a four years' obligatory course. It would be absurd for some medical schools, with their pathetically meager outfit, to require the student to remain with them four years.

AMERICAN AND GERMAN MEDICAL STUDENTS.

Dr. F. B. MALLORY in Boston Medical and Surgical Journal, July 5, 1894.

The latter, after about nine years of hard drill in the gymnasium, which covers most of the ground of the American preparatory school and college, is ready at the age of about 19 years to enter the university, the most democratic institution of the Old World, for every professor and privat docent is wholly independent, and may give such instruction as he will. The German State system of universities has many advantages over the independent institutions in our own country. The requirements of all are the same, and they are run interchangeably, so that the students form a vast floating population in the university towns. They can hear the best men in the various subjects or in the same subject. They can spend their winters in the large cities like Berlin and Vienna, and their summers in towns like Heidelberg or Freiberg, where the surrounding mountains and forests offer opportunities for delightful tramps. Thus they see more of the world and obtain broader views than they can from living in one place all the time, for no one university can get the best men in every subject. They can also elect the university at which they will take their examination.

THE AMERICAN AND GERMAN GRADUATE IN MEDICINE.

Doctors of medicine in Germany are, as a body, better educated than our men at home. They have all been through the gymnasium, and have spent at least five years in the study of medicine. They are ready to enter practice (if they do not go into hospital work) at about the age of 24. Our men at home who have been through Harvard College and then four years in the medical school have undoubtedly received a broader training than the men here, but they are not ready to enter practice until about the age of 27.

The reason our college men enter the medical school about four years later (at the age of 23) than the men here is probably due in part to the following causes: They cover more ground than is gone over in the gymnasium. Their education previous to entering college has consumed more time than was necessary. American independence shows itself at a disadvantage at present in her educational institutions. There is a lack of harmony and of uniformity between them, even between the colleges and universities. Each has its own ideas, aims, and standards. The public schools especially are run with too little reference to the requirements of the higher educational institutions of the country. They seek to furnish in themselves a complete education of a certain degree. The desire or the possibility of attending college is often realized for the first time when this early education is nearly completed, and valuable time has been lost in learning what was unnecessary for this or that college, and more time must be spent in getting up the extra work required.

The proposition is being at present agitated in Germany of allowing students who are going into medicine to study French, English, and the natural sciences in the gymnasium, instead of the classics as heretofore, a step similar to the broader one already taken at Harvard.

Of the four and a half years that a German student spends in the study of medicine the first two years are devoted to six subjects—chemistry, physics, botany, zoology, anatomy, and physiology. That leaves three years for the rest of his medical education, the same length of time devoted in the Harvard Medical School to

the same branches, namely, pathology, clinical medicine, etc. It is proposed, however, to make the course for M. D. in the German universities six years instead of five (the last year to be devoted to practical work), in order to raise the age of the medical graduates.

With regard to the study of medicine the German universities possess the great advantage that both the universities and the hospitals are State institutions. Consequently the medical department and the hospital are very closely identified and work in perfect harmony. The visiting staff of the hospital are the clinical instructors of the medical school. The pathological institute likewise stands in the closest relationship to the hospital; indeed, forms a very important part of it. Its duty is to solve all problems that are doubtful clinically, to correct errors of diagnosis, and to render clear the cause and nature of every diseased process, so that it may be treated intelligently. The pathological department of a hospital thus conducted becomes of inestimable advantage, alike to the patients and to those whose mission it is to heal them.

CHAPTER VIII.

EDUCATION IN THE VARIOUS STATES.

ALABAMA.

AN EDUCATIONAL CAMPAIGN.

In the spring of 1893 an organized and systematic effort was made by the State superintendent of public instruction, Hon. J. G. Harris, to interest more fully the people of Alabama in the subject of general and popular education. Under his energetic lead a vigorous campaign was inaugurated. A programme was arranged for the holding of five public meetings in each county in the State by the county superintendent of education, to which meetings all the white people were invited. The meetings were designed to be emphatically nonpolitical and nonsectarian. The design was to gather together all classes and creeds and political parties, for the purpose of exchanging views and opinions in reference to the public school question. The 1st of September was appointed as a day for holding a mass meeting at the court-house of each county, to close up the canvass.

"I suggest," said State Superintendent Harris, in a circular to the county superintendents, "that you enlist, at an early day, every teacher in your county in behalf of this movement. In consultation with the teachers and citizens, select the most suitable places for holding these meetings, and insist on the people providing a basket dinner, that they may spend the entire day in considering the various educational interests. Encourage all the people to come out and join in the important work. You will call on your editors and newspaper men, and secure their cooperation."

These meetings were for the white people. It is proposed to hold at another time, conventions for the colored people.

In order that those who took part in the campaign might have some idea of the scope and nature of the subject to be treated, the State superintendent prepared the following list of topics for discussion:

(1) The duty of the State to provide ways and means for the support of the public schools.

(2) The obligation of the citizens to the State in promoting and sustaining public schools.

(3) The education of the people the surest protection to constitutional government.

(4) The natural and moral duty of the parent to educate the child to the extent of his ability.

(5) The right of the child to an education commensurate with his surroundings.

(6) The character of the teacher socially, morally, and intellectually.

(7) Male and female teachers, their success in the schoolroom.

(8) The right and duty of the teacher to govern and discipline his pupils.

(9) The importance of good school buildings with the modern improvements.

(10) Coeducation; should it be encouraged?

(11) Ought the State to provide by law for local or general taxation, or either, for the support of public schools.

(12) Is it the State's duty to see that the children are educated?

(13) What should be the qualifications of a State and county superintendent of education?

(14) Duties of the county board of education as to the examination and licensing of teachers, and its vital importance.

(15) Duties of township trustees and the responsibilities resting upon them; ought there to be one or more for each township?

(16) The importance and beneficial results of well-regulated teachers' institutes.

(17) The duty of parents to supplement the public fund, thereby lengthening the school term.

(18) Should the State adopt a uniform series of text-books for public schools for either State or county?

(19) Ought not the salaries of county superintendents be increased, that they may give more time to school work?

(20) Do the public school laws of the State need revising and should the constitution be amended in reference thereto?

(21) Ought industrial departments for both sexes be attached to public schools?

The following address of the State superintendent was read at every meeting in connection with the other exercises:

AN ADDRESS TO THE PEOPLE OF ALABAMA, BY HON. JOHN. G. HARRIS, STATE SUPERINTENDENT OF EDUCATION.

"LADIES AND FELLOW CITIZENS: Though absent in person, I am with you in spirit and interest.

"The occasion that has called you together is one of supreme importance. You have left your homes and come to this gathering for a purpose. It is a social, friendly, business mass meeting, composed of our own citizens, who love their country, and whose aim and object is to improve the condition of our people and promote the welfare of this grand old Commonwealth, by discussing important educational questions, which pertain to our future prosperity and happiness.

"Profoundly impressed with the educational necessities and demands of Alabama, and believing as we do that all children in the State should be to some extent educated, you have come to talk over these matters, take a full survey of the situation, discuss the various duties and responsibilities resting upon the State, the parent, the people, and set in motion as best you can such measures as will, in your judgment, better our condition, augment our educational facilities, and add to our progress and higher development in government, in morals, and in mind.

"The main purpose of this meeting is to excite a deeper interest in the minds and consciences of our people regarding general education, and to exchange and interchange views, impressions, and opinions on the various questions that pertain to our public-school system. In order to determine intelligently and accurately what are the best measures to adopt in carrying out any department or policy of government, it is proper that the whole people be consulted, and every conflicting argument and opinion given its proper weight, that a just conclusion may be reached.

"There is scarcely any question of ethics, of science, or government but what has two sides to it, and each side its supporters and adherents. Men may differ very widely in their conclusions of what is right, and the proper remedies to correct a wrong, and at the same time be conscientious and patriotic in their differences.

"This is a government which guarantees to every man an undisturbed right to form his own opinions and express his own views. Men may indorse the theory and principle of any system of government, and at the same time differ as to the practical operations of such government, the machinery that controls and directs. To simplify this assertion, we say, individuals and parties may be strictly conscientious in their views and convictions of this or that policy, and maintain such views with vehemence and unswerving fidelity, and at the same time be in error. Neither men, parties, nor governments are infallible. There is an admixture of error running through all human plans. Hence, as citizens, honestly and earnestly striving to arrive at just conceptions of law, and system, and duties, and the best means through which the greatest, highest, and most beneficial results may be accomplished, it is eminently proper that all classes and professions and vocations should be heard, and have their opinions duly weighed and considered.

"Every citizen in this Commonwealth, however obscure or humble, has rights that must be scrupulously regarded and respected. Every voter is a component part of the State government, and has some part in the control and management of the coordinate branches of the same. He has a right to his opinions, and may maintain them in argument or at the ballot box. Such being the form of government under which we live, and the people being the support and maintenance of it, it is but the part of wisdom that every citizen should have the privilege to express his views in coming to a proper solution of all disputed questions of State or Federal policy. Acting upon this principle, and guided by a sense of justice and right, meetings have been called all over this State to discuss the public-school question and education in general, and to get our people fully aroused and enlightened on these subjects. All politics, partisanship, and sectarianism must be severely ignored. The good of the children, the good of the State, the well-being of society, and the perpetuation of our Government are the aims and purposes of your meeting to-day.

"It is said, 'that in the multitude of counsel there is safety.' If this wise maxim be true, it occurs to me that in no way can we better secure safety and protection from error and mistakes, than in a free, full, fraternal, and patriotic discussion of the various questions submitted for your investigation.

"Let no one be criticised for holding to this or that theory, but in proper respect let argument answer, not harsh denunciation. My views may be impracticable and totally at variance with the spirit of our public schools, yet they are my views, my convictions, and if I am in error, let solid argument, uttered in kindness and generousness, be invoked to convince me of such error. Let us hear every side, every argument, that we may finally arrive, if possible, at a just conclusion of every question, every theory.

"No sane man will deny this fact, that our children are the central thought and object of our secular and social life, and of right ought to be. God in his wisdom has intrusted them to our care, and the highest duty we owe to humanity is to care for, properly train, and educate these God-given jewels. To disregard these solemn obligations, parental care and sacred devotion to our loved ones, is to fall below the beasts of the field and the fowls of the air; for they care for and nurture their young, and carry out the instincts which God planted in their breasts. If this be true of the lower animals, how much more should it be true of man, created as he is in the image and likeness of his Maker. * * *

"In view of this fact, when all nations fostering the principles of civilization are more or less demanding the development of the human mind of all the people, would it not be the part of wisdom, patriotism, and statesmanship for us to pause and ask the vital question, 'What are we doing to educate the children of our land, the children of the State?' I do not advocate compulsory laws. Our people can not be driven, but they can be persuaded by legitimate argument. I have but little respect for that people who have to be forced by pain and penalties to perform so great a moral and natural duty. While it is true twenty-seven States of this Union have on their statute books compulsory laws requiring every parent to educate his child to a certain degree in the elementary branches, the State paying for the tuition, yet I am not sure this system is in keeping with the character, the temper, the genius of the genuine American citizen, or the principles of our system of government. I sincerely trust that the people of Alabama will never so far forget their duty to their children as to require penal statutes to force them to comply with parental duties. I have an abiding confidence in the integrity, patriotism, and loyalty of the people of this State. All we demand is to show us our duty and we will faithfully discharge it. * * *

"A short while ago, I think in May last, at a meeting of the Farmers' Alliance in Shelby County, the committee on education made a report in which they used these significant words: 'We must earnestly insist upon the necessity of educating the masses of the people, believing that the uneducated are always at the mercy of the better informed, and we insist that the brotherhood should take more interest in the cause of education, so that by means of their own efforts they secure to their children the blessings of education.'

"The amendment to the constitution, as proposed by the last general assembly, and will be submitted to the voters at the next general election, provides for local taxation for public schools. Before we can have such taxation, this amendment, or one similar to it, must be passed. It makes ample provision for the passage of such laws as will give the relief desired by our people. In the cities, towns, and villages under municipal regulations the authorities have power to raise revenue for the support of public schools. The people in the townships, in the county, have no such power, and can not have it unless the constitution is amended so as to delegate this authority to them. This done, and they can raise a revenue by which their schools will be kept in operation for nine months. Such is the aim and purpose of the Hundley amendment, and which, if passed, will secure all the advantages that can be desired.

"Our system is a good one, with some exceptions that can be easily corrected by legislation. More money, longer school period, more trained teachers, and better schoolhouses, with proper equipments, and we will soon be in the forefront of progress. The day dawn of a new educational era is breaking in upon us, and the time is near at hand when illiteracy will be a thing of the past and our civilization will continue to rise higher in the scale of enlightenment." * * *

In a report made to the governor of Alabama, under date of November 13, 1893, the State superintendent announces that more than 100,000 people attended the meetings, and over 800 speeches were made on the subject of education. In one county alone six mass meetings were held. More general interest was manifested in the country districts than ever before, and the schools of the State opened with a larger attendance than in any previous year, notwithstanding the pressure of hard times; also more school buildings were erected than at any previous period.

To reap the fruits growing out of this enterprise the State superintendent intimates that "it is necessary that the campaign, so auspiciously inaugurated, be carried on annually in some form or other, opening new avenues of thought, creating new methods and systems by which to reach a greater degree of success. It is the most important work in the State. It is not routine work, as some suppose, it

demands progress and development. To accomplish the proper results will require zeal, energy, and constant labor of every school officer. Means and agencies must be invented or discovered or formulated through which to reach the masses of the people, hence, constant watchfulness, study, and labor is necessary."

CONNECTICUT.

REPORT OF THE STATE BOARD OF EDUCATION ON THE CONDITION OF THE SCHOOLS OF NEW HAVEN COUNTY.

[The following report calls attention to some of the results of an investigation into the true condition of the schools of New Haven County, Conn This report may be considered as a noteworthy document. The investigation was of the most searching, methodical, and thorough character, the methods of procedure admirable, and the results calculated to put the public on their guard against reposing too great confidence in the conduct of the schools. The facts disclosed are of value in bringing to notice the ineffectiveness of the instruction in many schools, and the causes of the same, while the methods by which more satisfactory results are to be obtained are indicated. The detailed record of the investigation, with numerous facsimiles of examination papers, is contained in the 1893 report of Hon. C. D. Hine, secretary of the board.]

The first legal duty of this board is to "ascertain and keep informed as to the condition and progress of the public schools in the State;" its second and correlated duty is to "apprise the general assembly of the true condition, progress, and needs of public education."

It is the obvious intention of these provisions of law to charge the board with constant oversight of the working of the common school system, in order that they, and through them the legislature and the people of the State, may know whether said system is producing the results for which it is maintained. It is not the business of the board to make out a case for the common school system, neither should we be justified in maintaining silence concerning faulty buildings or bad instruction. If it was proclaimed that everything is hopeful and prosperous, without a close examination of the facts, a delusion might be prolonged as to the real character of the schools, from which the children would be the sufferers.

It would be pleasant to dwell upon the excellent schools here and there, whose merits are great and obvious. In these proficiency is attained in the common branches, and what is infinitely more important and satisfactory, the intellectual life of the children is stimulated. But it is those which do not reach a high standard of merit to which attention is above all demanded.

In executing the duties laid upon them by the provisions of law above quoted, the board has caused a thorough investigation to be made of the schools of New Haven County. The results of this investigation are shown in detail in the report of the secretary. Only the most important general results are here indicated.

I. *In too many schools, sometimes in all the schools in a town, children at 12 and over do not know more than children at 8 can easily know.*

The result in one town having six schools was as follows:

(1) There were 37 children over 10 years of age; the average age of these children was over 12. All had attended public school more than six years.
(2) Ten did not add correctly $9+5$; $17+9$; $36+9$.
(3) Twelve did not subtract correctly $25-8$; $11-4$.
(4) Ten did not give correctly 7×8; 6×7; 9×8; 7×12.
(5) Twelve did not tell how many 9s in 54; 3s in 27; 6s in 18.
(6) Thirty-five did not add correctly $\frac{1}{2}+\frac{1}{4}$; $\frac{1}{3}+\frac{1}{6}$.
(7) Thirteen did not add correctly the following:

$$\begin{array}{r} 245 \\ 78 \\ 669 \\ 75 \\ 201 \end{array}$$

(8) Nineteen did not multiply correctly 604×29.
(9) Fifteen did not divide correctly 546 by 3.
(10) Nineteen did not work correctly the following example: It is now ten minutes after 10, what time was it five minutes ago?
(11) A larger number did not work correctly the following example: A schoolroom is 6 yards and 2 feet long. How many feet long is it?
(12) A still larger number did not work the following example: A man uses 124 envelopes in a month. How many will he use in six months?

In both oral and written work there was practically no time limit and the children could use such helps in counting as they had at hand.

They were asked to write at dictation a few sentences, with the following result:

(1) Thirty did not begin their sentences with capital letters.
(2) Sixteen did not begin proper names with capital letters.
(3) Twelve did not use the capital "I."
(4) Thirty did not use the interrogation point correctly.
(5) Twenty-eight did not use the period.
(6) Thirty-two did not use the apostrophe with the possessive case.
(7) Thirty-seven did not use quotation marks.

Spelling had been taught from a spelling book in which the children were learning words of three to five syllables.

The following ten words were given out to each of the 37 children. Of the 370 words, 248 were spelled incorrectly.

busy	*comb*	*eyes*	*goes*	*eggs*
cents	*sugar*	*collar*	*to-day*	*such*

They had studied spelling, but could not spell in the only place where spelling is useful—on paper.

Not more than five papers exhibited penmanship which was tolerable.

These children had learned their letters and a few words, but could not read. They had been allowed to use one book in a year as a reading book. The younger children could repeat from memory the words of the reading book if it were opened and they were started. They had not gained the ability to read intelligently any book suited to their capacity. The school furnished them no opportunity nor incentive to read.

They had studied arithmetic and could not manage the simplest operations in arithmetic.

They had studied grammar and could not write a single sentence correctly. Not one of the papers in this town showed acquaintance with "the art of speaking and writing the English language correctly."

In the six schools in this town there was not a single book, map, or globe, and not more than 60 square feet of blackboard.

If this were a single or an exceptional case it might be attributed to peculiar circumstances and difficulties. The sole cause here and elsewhere is:

These children have not been well taught.

A pertinent question is:

Has the money of the town been well expended that has produced no greater result than this? The loss of money is quite insignificant in comparison with the loss of time to which these children have been subjected. Six years of their lives have been elaborately thrown away. *The school system in operation for six years has turned out children at 12 whose education is not equal to what an ordinary child can acquire at 8.*

The misfortune can not be fully estimated until we realize what might have been accomplished in these active years.

In order to show what may be done we give the following case:

In another school the average age is 8 years and 7 months, and most of the children have been in school two years; a few two years and a half.

In one year the children have read the following books in school:

Pratts' U. S. History, No. 1.
Eggleston's History.
Greek Heroes.
Fables and Folk Stories.
Fairy Tales.
Little Folks of Other Lands.
Seaside and Wayside, No. 1.
Selections from:
  Pilgrims and Puritans.
  Grandfather Stories.
  Stories of Heroic Deeds.
  Normal Readers, III and IV.
  Shaler's Geology.
  King's Geographical Reader, No. 1.
  Old Mother Earth.
  Seaside and Wayside, No. 2.
Whittier:
  Snow Bound; Barefoot Boy; Nanhaught, the Deacon; In School Days.
Irving:
  Sketch Book; History of New York.
Kingsley:
  Greek Heroes; Water Babies.
Hawthorne:
  Wonder Book; Tanglewood Tales.
Lowell:
  Vision of Sir Launfal.
Longfellow:
  Hiawatha.
Mrs. Burnett:
  Little Lord Fauntleroy; Little St. Elizabeth; Editha's Burglar.

The following was their work in arithmetic:

Numbers developed from 45 to 144; multiplication; division; problems combining first four processes, in Popular Educator Arithmetic and Peck's New Arithmetic; linear measure; dry measure; liquid measure; part of square measure; objective work, oral drill and problems with $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$; $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{9}$, $\frac{1}{12}$; first case in percentage.

The same test which was given to the thirty-seven children above was given to this school, numbering forty, except that they were not allowed in the oral work any time to count.

(1) All added correctly 9 + 5; 17 + 9; 38 + 9.
(2) Three did not subtract 25–8; 11–4.
(3) Four did not multiply 7 × 8; 6 × 7; 9 × 8; 7 × 12.
(4) Five did not give correctly the number of 9s in 54; 3s in 27; 6s in 18.
(5) All added correctly $\frac{1}{2} + \frac{1}{4}$; $\frac{1}{3} + \frac{1}{6}$.

These children looked with contempt at the example, "It is now ten minutes after 10, what time was it five minutes ago?"

In English the following was the result:

(1) All began sentences with capital letters.
(2) All began proper names with capital letters.
(3) All used capitals for the pronoun "I."
(4) Ten did not use the interrogation point correctly.
(5) All used the apostrophe correctly.
(6) All used the period correctly.
(7) Ten did not use the quotation marks correctly.

The result in this case is due to good teaching.

The contrast is between children at 12 who have not gained the elements of a common school education and children who at 8 years and 7 months have secured this education.

In this connection it is important to consider those children who from one cause and another do not remain in school until they are 12 or 14. Under this dawdling system most do not get further than the primary school. Last year in one town 584 entered the primary schools. In the grammar schools, representing the eighth year, there were 98. The usual number that graduated from the high school was 20. Five hundred and eighty-four went in at the bottom and 20 came out at the top. Barely 100 at the age of 12 to 15 have secured a common school education; others have fallen by the way, having attained a part only of what has been outlined above as clearly possible. It is an unredeemed hardship to many children to remain in school unless the schools are doing the most and best for them. It is a crying injustice to waste the time of any child.

The question whether children as a result of instruction in schools read and desire to read was made the subject of particular inquiry.

We find—

(1) Many children of 12 can not read any ordinary book or paper intelligently.
(2) In most schools they are not allowed to read more than a few paragraphs which are set for a reading lesson.
(3) They are not encouraged and incited to read at home or in school upon subjects which they are studying or are interested in.
(4) In very few cases they are directed in their reading. The subjects which they study are presented to them only in text-books; this is true in geography and history.
(5) As a result the children could not name any books which they had read, and inquiry did not elicit the fact that they had read many.
(6) Few schools had libraries to which children had access, and in few towns were the public libraries open to children.

This deplorable result is not due to inability of children, but to radically defective teaching. The methods of teaching can not secure the most and best education in a reasonable time.

One book is prescribed for the reading of a year, and the class read this book over and over again and they read no other. They can recite this book fluently, and they can read no other book fluently. Often when the book is opened, a picture or a word suggests the text, which can be recited as well without the book as with it. If any other book be opened to the child, he looks at it as a stranger and the teacher considers such a test an imposition and a reflection on her teaching. The result, so sad and harmful, is that for a whole year the reading of the child has been narrowed and impoverished, and the delusion is that a child is learning to read.

When we think how noble and admirable a thing real literature is, it is provoking to know that one book, sometimes containing rubbish, is, with the sanction of school officers, crammed into children as their only reading.

Every known method of teaching reading is permitted, the good and the bad are open, and the choice is left to the untrained and inexperienced. Can it be wondered at that 135 of the teachers in New Haven County still dwell upon the letters in the vain belief that the naming of the letters is learning to read?

They teach as they were taught.

In reading should be found the crown and reward of the intellectual influences which the schools call into activity. If children have been taught to see and to hear, to experiment, and to express their ideas, the reading of the lowest classes is a test of intelligence, and the reading of the highest a test of training. There is not monotonous reading; the tone and quality are regulated by the children's ideas. Indistinct utterance is banished because the children have something to say. Reading then displays the play of intelligence which we enjoy, and which lights up a school.

But consider for a moment the chaff which the schools often serve up to these intelligent human beings—stuff which would not be offered to children in their home reading, nor anywhere except in school. The system is based upon the supposition that children are not of full size physically, and therefore must be treated to small words without meaning mentally.

These text-books are not merely a means of misleading teachers, but they are a means of paralyzing the brains of children. Note the dismal contents of books given to children for their early reading. To show what children are compelled to do in contrast with what they are able to do, we give below specimens of the actual reading in two schools where the children are on an equality in years, the average being about 7.

READING IN SCHOOL A.

An. m-an. f-an. c-an. at. h-at. c-at. r-at. Fox. A fox. A bad fox. Hen. A hen. A large hen. Pig. A pig. The fat pig.

Now, Tom, let us look at the kits.
They have milk in a can.
They will lap it up.
Nell fed her kits and chicks.
Tom fed the pigs.

See the fat cat.
I see the fat cat.
See the red hen.
I see the red hen.

See this cat and this man.
The man has a fan in his hand.
His hat is on the mat.
The cat is on the mat, too.

READING IN SCHOOL B.

Henry went to school when he was only 3 years old.
There was no nice kindergarten like ours.
A colored man worked for Mr. Longfellow.
Sometimes the colored man carried Henry to school on horseback.
When Henry was 6 years old the teacher said, "Master Longfellow is one of the best boys we have in school."
When Henry was 12 years old he wrote some verses.
These verses were his first poem.

Cube.

A cube has faces.
It has six faces.
The faces are square.
Here is one face of the cube.
A cube has twelve edges and eight corners.
The edges are straight.
Some boxes are like cubes.
We had a story about Pandora's box.
Here is a picture of her box.

Cylinder.

The cylinder has three faces.
One-half as many as the cube.
Two of the faces are plain.
One face is curved.
The cylinder has some edges.
They are round like a circle.
This cylinder is made of wood.
It is hard.

Heat.

I.

Most of the heat in the world comes from the sun.
It travels a long way to get here.
It travels with the light millions of miles.
Some heat comes from the fires that we make.
Heat is often made without any light.
This is the case with the heat of our bodies.
Our bodies are not made warm by fire or clothing.
They keep themselves warm.
The fires and clothing are to keep the heat from flying off too fast.
Heat is also made by rubbing.
Rub your hands together swiftly.
See how much warmer they grow.
Now rub two smooth sticks together.
See how warm they become.
The Indians used to kindle their fires in this way.
They rubbed two sticks together till they burned.
Before matches were made it was not easy to get a light.
A flint was struck upon a piece of steel.
In this way a spark was made.
The spark would set fire to the wood.
So you see heat is sometimes made by striking two hard things together.

II.

A piece of lime was put into water.
The water was cold.
Soon it became very hot.
The lime and the water had united.
Heat is made when lime and water unite.
When two things unite in this way, heat is always made.

A great deal of heat is made inside the earth.
The inside of this big ball is like a furnace.
Sometimes the fire comes out.
It comes out through the volcanoes.
Volcanoes send out fire, ashes, and lava.
Lava is melted rock.
Hot springs are found in many countries.
The hot water rises from the inside of the earth.
Sometimes the ground trembles.
Houses and trees are thrown down.
Sometimes the people are buried in the ruins.
Such skakings of the ground are called earthquakes.
This heat inside the earth is very strong.
It can do a great deal.
There is really no such thing as cold.
When we say a thing is cold we mean there is little heat in it.
We do not know whether all the heat *can* get out of anything.
There is a little heat even in ice.

The following is a list of books found in one good school library. The average age of children in the school was 8½ years:

American Revolution. Fiske.
Our New Arithmetic. Wm. M. Peck. (10 copies.)
Stories of American History. Dodge.
American History Stories. (10 copies.)
Pilgrims and Puritans. Moore. (10 copies.)
From Colony to Commonwealth.
Child's Book of Nature. (10 copies.)
First Book of Geology. (10 copies.)
Zig Zag Journeys.
Kingsley's Greek Heroes.
Children's Stories of American Progress.
King's Geographical Readers, No. 1. (10 copies.)
Dictionary.
War of Independence. Fiske.
Normal Course in Reading. 4th book. (10 copies.)
Through a Looking Glass. (10 copies.)
Stories of Heroic Deeds. Johonnot. (10 copies.)
Little Red Riding Hood. (10 copies.)
Natural Science for Young People.
Storyland of Stars.
Fables and Folklore. (10 copies.)
The Middle Kingdom.
Tanglewood Tales.
Wonder Book.
Our Bodies and How We Live.
Cyclopedia of Common Things.
Cyclopedia of Persons and Places.

The children were able to use the dictionary, consulted the cyclopedias, and were reading the books intelligently.

Few teachers ever learn to teach penmanship; they lean upon the copy book. These books pretend to be graded for different stages of progress. The children copy the letters at the top of the page a few minutes each day. The last line is often less correctly drawn than the first, because it is an inch or two farther removed from the copy. Yet to ask children to write outside of the copy book is often called unfair.

Can it be said that permitting the children to make the letters or words in one or even five writing books is *teaching* penmanship? Should a person who can not teach penmanship be given a certificate of qualification? The record shows that *more than half of these teachers do not claim to be able to teach penmanship.*

Consider the instruction in arithmetic, the so-called "practical" branch. The best instruction in arithmetic does not regard addition, subtraction, multiplication, and division as four processes graduated from the lowest to the highest, and to be learned successively; it assumes that the true progress is from small numbers to large, and from easy processes to more difficult ones. Hence, the beginner adds, subtracts, multiplies, and divides all the numbers in succession. He ascertains the parts of each number, including its fractional parts. He then applies the number to common things, like time, and measurements of every kind. He learns to perform different arithmetical processes and explains what is within the limit of numbers he has gained.

He proceeds in this way from one number to another. Large numbers and all extensive notation are reserved until later, or entirely discarded. By thus knowing simple and manageable numbers, and by infinitely varying the exercises upon them, he obtains a mastery of common and useful processes. He gains genuine preparation for dealing with larger numbers if he ever needs them. He approaches problems which are not obscured by large figures. The method is a workable and rational one.

The papers of all children under 10 were rejected in making the summary, and the result of the test shows what children of 12 have learned in the public schools. In giving the oral questions, the children were allowed reasonable time and all reasonable helps. In the written work and problems they were allowed all the time they desired.

It should be noted that these are the elementary, the very simplest processes, perfectly easy to children of 6 or 7, as can be readily shown. They ought to have been acquired in the first two years of school life.

The following table gives the per cent of incorrect answers:

Towns.	Average age.	Addition.		Subtraction.	Multiplication.		Division.		Fractions.	Number stories.	Examples.
		Oral.	Written.	Oral.	Oral.	Written.	Oral.	Written.	Oral.		
		9+5 17+9 38+9	245 78 669 75 201	11—4 25—8	7×8 6×7 9×8 7×12	604×29	54÷9 27÷3 19÷6	546÷3	$\frac{1}{2}+\frac{1}{2}$ $\frac{2}{3}+\frac{1}{6}$		
		Per ct.	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*
A	11-7	17	37	15	10	37	23	28	57	14	42
B	12	8	37	17	17	48	28	48	79	19	56
C	11-1	9	35	13	24	51	35	55	79	29	52
D	10-11	13	44	29	25	44	35	48	75	37	54
E	12-3	7	41	20	19	54	28	47	80	22	52
F	11-4	8	25	12	9	25	15	23	56	9	27
G	12-2	9	56	17	18	36	30	40	91	16	35
H	11-10	9	32	19	11	28	16	30	75	13	39
I	11-7	15	54	21	26	53	29	54	92	27	56
J	11-4	25	56	38	35	56	41	50	84	25	59
K	12-3	20	44	19	29	50	37	66	72	36	54
L	11-5	3	20	7	6	23	8	20	91	10	43
M	11-5	3	26	9	8	20	14	22	74	10	37
N	12	3	15	6	5	14	9	8	51	12	28
O	11-7	12	37	11	24	55	20	51	68	14	48
P	11-5	6	27	14	7	29	14	23	56	11	27
Q	12-1	17	29	8	1	41	11	41	70	13	44
R	11-11	2	29	18	11	37	18	20	70	12	47
S	11-4	14	30	23	17	47	27	43	78	19	48
T	12-5	9	21	15	11	22	18	17	46	14	28
U	11-9	9	46	23	17	51	23	43	66	18	53

Children whose failures are here recorded are taught to work the examples in the book, and to repeat the rules in the same book. There are cases where children can begin and repeat every rule without prompting. These rules are taught verbatim, and the children sedulously practiced in working examples. The real needs and capacities of young children are disregarded; business facility in the common operations not thought of. Arithmetic has thus become a science of difficult trifles and intricate fooleries peculiar to common schools, and remarkable chiefly for sterility and ill-adaptedness for any useful purpose. It is pertinent to inquire, and parents ought to inquire, why children over 11 years of age can not correctly divide 546 by 3.

The reason is that there has been no teaching whatever, or that the method of teaching is radically unsound.

II. *Many teachers do not possess the necessary practical wisdom and professional skill. They do not know how to so arrange courses and to so instruct as to do the most possible of what is worth doing in a given time.*

An examination of our schools will seldom reveal a teacher who is devoid of interest in her work. Many of them are young. Some of them are uneducated, while only a small per cent ever received anything like special training in the art of instruction. They are like lawyers who begin to practice when they begin to study, and like doctors who begin to give medicine when they first open their books. The analogy would be complete if physicians were appointed over limited districts and the children within these districts were obliged to take medicine and advice from them, or not at all. There should be no more thought of employing a public-school teacher who does not know how to give instruction than there is of employing a musician whose musical education is limited to the hearing of a street band.

The ends of education, therefore, demand that teachers be trained, and that if the State is to establish schools, it also expend some of its money in giving our teachers greater skill.

Omitting one town, i. e., New Haven, in the county under review, it appears that 35 of 203 teachers visited by the examiner had normal school or equivalent training. Such training may mean much or little; the minimum would be a tolerable knowledge of the way to teach the common branches.

Evidence is wanting that committees are strenuous in their efforts to secure teachers of approved character and qualifications. There are many pernicious influences at work of which family and locality are the most conspicuous. No new blood can get in. The natural influx of trained teachers is prohibited, and the inefficient are protected. This is educational politics. The machinery and the output of this machinery are well known, and yet we do nothing about it but let the children suffer. Thus worked, the school system is not performing a great public duty, but perpetrating a great injustice.

Often when an inadequate examination is passed and a certificate is secured by a teacher, professional equipment is regarded as complete. Of serious and systematic reading, of the pursuit of any branch of letters or of science for its own sake, or of the habit of self-instruction which alone can furnish the freshness of intellect needed by teachers, there is not much evidence.

Those whose class work is observed and tested sometimes have some technical skill in the art of teaching, but there is absolute poverty of illustration and thought. This results from lack of reading and observation, by which light would be shed upon lessons and text-books.

The recent development of primary education, so remarkable and widespread, has not touched many of these towns, and has not compelled an improvement in the qualifications of teachers. There are some men and women who have no conception of progress in education. They do not reject the idea; it has never been in their minds. Their schools are not only behind this age, but behind all ages.

Nor is there in some towns much encouragement for teachers to secure by expenditure of money and hard work substantial qualifications. The school officers have prescribed schemes of instruction, founded on text-books, and exhibiting in minute detail the work to be done; no discretion either in plan or detail is left to the teacher. There is no scope for her training, or knowledge, or individual experience. There is a limited and solidified programme; every subject and part of subject is obligatory. The question for the teacher is, not what is useful, not what is best for this child or that, not what will do each the most good, but what is prescribed by the committee, school visitor, or superintendent.

It follows that children are not expected to know anything outside of this limited routine, because it is not in the course of study, or has not been reached in the course of study; it is not in this grade; the page where it is found has not been turned over. That a subject is not prescribed, or has not been regularly reached, is an all-sufficient excuse for ignorance. For instance, in many, perhaps most, schools fractions are not touched until children are 10 or 12 years old. In such schools if a question involving a fraction is asked, it is then sufficient to say that the children have not had fractions. If the children should be asked to add a half and a quarter before they came to written addition of fractions in the book, they ought not to have heard of such an operation. They ought to keep silence if they have heard of it.

An illustration is found in the fact that at least one-fourth of the children over 11½ did not work correctly the example, 546÷3; they had not reached division. Children learn to add, and leaving school at 8 or 9 years of age, can not subtract nor use small fractions.

The courses of study, if any exist, are in reality constructed to conform to text-books, while the books themselves are books of reference, sometimes good, sometimes bad, but not suitable to direct the method or even the order in which subjects should be presented.

The same adherence to text-books is found where there is no course of study. The children will be required to give what the book contains, to perform the examples, say the rules, enumerate the mountains, and recite the battles in the order of the book. One teacher exhibited a boy as a meritorious scholar who had begun at the beginning of a United States history and repeated without verbal error 45 pages. Another boasted that his class could begin at the beginning of one of the larger arithmetics and give every rule and definition without prompting. Both of these teachers were men and adults.

III. *There is no adequate supervision.*

In 23 towns the schools are visited and supervisory duties performed twice in a term.

There are in this county two large districts, New Haven and Waterbury, which employ a superintendent.

It is quite impossible to characterize the ordinary visitation of schools as supervision. It has no effect upon the teacher and is only intended to satisfy the visitor that in general the legal requirements of the school have been met. This is all he is obliged to testify to. It is not essential to a legal school that any child or any class should have made any progress, or that a single child should have learned anything whatsoever. It is only necessary that the school should have been begun, continued, and ended in conformity to the statutes, which require no test of the quality of the education.

This is a go-as-you-please system, which will make a good school if there happens to be a good teacher who is not hampered. The school system of the State does not, however, supply any assurance that the quality of the education will be good. On the contrary, we should naturally expect that it will sometimes be good and sometimes bad, and that children will sometimes be educated and sometimes not. The only conditions absolutely essential are that the teacher shall be employed and the schoolhouse kept open. It is not even necessary that the studies prescribed by the State shall be taught. It is found that in many, perhaps most, schools writing,

which has been specifically prescribed, is not, in any proper sense, taught. The one result which is almost certain is that the children will not attend a good school continuously during their school lives.

The mischief which is here suggested has its seed in part in the law itself, which prescribes two visits a term as the legal requirement, and by implication expresses itself satisfied with that number. These two visits can not amount to supervision, and if supervision be necessary, it can not be had under such a law executed to the letter. School visitors can not be held responsible for the failure.

The inefficiency in teaching noted above in some measure arises from the fact that the committees and visitors are entirely unacquainted with what should be taught in schools, and are not competent supervisors. Many of these teachers go astray in their work, because they have no one to tell them what they ought to do. Very frequently young persons labor hard but fruitlessly, because they have no notion of what they ought to accomplish. These teachers are thankful for suggestions, and no teacher has been found to reject recommendations or receive them otherwise than gratefully. Without question, the school committees and school visitors might inform themselves, and thus participate more frequently and actively in school work. This would be an impulse to the efforts of teachers, if it were well directed.

IV. *The high schools are dislocated from and do not lend a helpful hand to the elementary schools.*

There is no cement by which the grammar schools are bound to the high schools. The high schools have dictated the studies of elementary schools to the endless harm of the latter. Schemes are formed, one school first grade, another second, another third, etc., but these names which represent a valuable reality when a school of lower grade gives an education useful in itself and thus fits for a higher, simply imply a harassing limitation upon the subjects of instruction when the higher school dictates the studies and directs the instruction in the lower, or when each school, instead of being a part of an organism, must act as an independent body.

Possibly high schools are supplying as much education above the elementary as is demanded, but they are doing very little, perhaps nothing, to stimulate this demand. In the larger towns the high schools furnish the instruction which a few wish for, but they do not help, or help only to a very slight extent, the main body of the youth in the town.

This means that they are doing only what could be done without them. For when so few demand what the high schools afford, it is probable that the people who want this education for their children could be trusted to find it for them. These high schools provide at the expense of the taxpayer what a few want a little cheaper than private individuals could provide it. They should prove their right to exist by creating a demand for their special training and fitting youth for useful occupations.

Notably is weak teaching manifest in the high schools and in the advanced grammar grades in the elementary schools. Deficiencies in these grades are not easily detected. Children can be set to tasks useless or useful. Memory exercises indicating an apparent intellectual activity can be given, while the whole process of learning is fatal to thinking, and ultimately to independent right action. As in elementary schools, so in high schools the cardinal need to-day is a supply of persons qualified to intelligently instruct. * * *

EDWARD D. ROBBINS.
ANTHONY AMES.
GEO. M. CARRINGTON.
WILLIAM G. SUMNER.

DISTRICT OF COLUMBIA.

[From the report of Supt. W. B. Powell for 1892-93.]

Advantages of free text-books.—The distribution and preservation of text-books and supplies, though restricted to the first six grades of school, involved a large amount of extra work and care, which, notwithstanding a custodian was employed, devolved largely on the supervising corps. This work added a large percentage to the labors of the supervisors, and at the same time correspondingly reduced the amount of work and attention that could be given to supervision and improving the teaching in the schools. Books and supplies to the value of $40,000 or $50,000, in use by 40,000 children at work in a hundred schoolhouses distributed over 64 square miles of territory, required for their distribution, their preservation, and such constant knowledge of their condition as is desirable from a business as well as an ethical point of view not only much time as well as care, but also great labor and thought, demanding an expenditure of no inconsiderable nervous force.

Free text-books and supplies, however, have been a great boon to thousands of children, and have secured the prompt and regular attendance at school of many

who, if they had been obliged to buy their books, could not have attended at all. They have also served to make the schools more efficient and more uniform in their efficiency than schools can be made whose pupils furnish their own books, because uniformity in the character of supplies and promptness in furnishing them are more easily secured when books and supplies are provided by the school authorities than when they are furnished by the pupils. With few exceptions, resulting from inability of contractors to fill our orders promptly, teachers had to do but little waiting for materials with which to work during the year. The advantage of this is considerable, being especially appreciable in the poorer districts of the city and the more distant county schools. No other purely administrative item has tended so much to unify the teaching of our schools and to make it as good in the less-favored localities as it is elsewhere as this uniformity of supplies and this promptness in getting them into the hands of the teacher.

Except in a few cases the books have been well preserved and the supplies carefully and economically used. The supervisors have exercised a judicious, intelligent, and painstaking supervision in the use and preservation of everything that has passed through their hands. The teachers, as a rule, have shown that interest and exercised that care in the preservation of books and the economical use of supplies that they would be expected to show were they providing these things themselves. In many instances the teachers do more than this; they impress upon their pupils the moral importance in caring for property that is a loan or trust or whose use is in part a gift. Indeed the strongest teachers have made this an opportunity to impress upon the minds of the children the moral obligation that rests upon one who is the custodian of public property, making them feel not alone that their own interests in the ownership of what they use should insure a careful consideration for its welfare, but also that the fact that they are trusted agents is a much weightier reason why they should be careful of this property. If the coming generation of citizens can be trained to a feeling of responsibility in the exercise of care in the use of public property which shall result in the cessation of vandalism, careless destruction, and the hoidenish practice of writing their names and carving their initials in public places, thus marring the beauty of everything they touch, the furnishing of free text-books will yield a fruitage quite commensurate with the cost. * * *

One may almost know before an examination of a school has been made the condition of the books in use and the care that is exercised in the preservation of perishable materials, as paper, ink, and pencils, by the condition of the fence inclosing the school lot and the fences of the adjoining lots, by the condition of the halls and other passageways of the school building, and he will be further strengthened in such judgment by the presence or absence of cuts, mars, and marks on the school furniture, on entering the schoolroom. These are telltales whose reliable stories the wise supervisor will not fail to read in passing. It has been the constant effort of the supervising corps to train the children to preserve the property of the District, not so much for the preservation, per se, though that is strong enough reason for the effort, but that the training of the children may be secured to that manly conduct, to that conscientious discharge of duty in the use of property that characterizes the safe man.

Moral effect of the condition of schoolhouses.—The condition of the houses and their surroundings at all times should be such as to influence the children to thoughtful care in their treatment of them. To the effects of this condition is due much that gives character to the conduct of the children. A scratch on the casing of door or window invites another scratch. A boy sees less harm in breaking a pane of glass adjacent to another that is broken than he does in breaking one in a sash containing only whole panes. It does not seem very wrong to jerk or twist from its post a gate that is hanging by only one hinge. To the mind of the child it is a small matter to take one or more bricks from a sidewalk already broken or partly torn up. The lesson to be learned from these facts by the management, if the children are to receive proper influence from their surroundings, is that the schoolhouses and their appurtenances should be kept in perfect repair all the time. The effect of a clean schoolroom, in good repair, on a pupil's life and conduct is greater than any code of precept on order and cleanliness that may be dictated by the teacher or other person in authority. The one becomes a part of himself, because he lives it; the other he is likely not to believe, if he understands it, because it has only been said to him. People are what they grow to be. They grow on what they take for nourishment. The life of a young child is undoubtedly affected by what is said to him, but it is influenced far more by what he does. The atmosphere of a well-ordered, well-kept schoolroom is not only an inspiration, but it is moral nourishment developing his tender life in desirable, profitable growths. It is a crime to the State and to the individual child, to the State because to the individual child, to permit him to sit

for a school term on a broken chair, at a desk whose top is scratched and marred, in a schoolroom that is dirty and otherwise untidy. How different must be the effect on a child of daily work for an entire year on a comfortable seat, at a desk that is in good repair, in a clean, well-ordered schoolroom, with books that are whole and free from dirt, from a corresponding daily work on a stool without a back, at a desk made hideous by the vandal's knife or inconvenient and ugly by accident or carelessness, in a dirty, untidy schoolroom, with torn and dirty books? Example is a contagion for which there is no antidote.

Night schools.—Stable character of membership.—Teachers.—The night schools, as they grow older and become more mature, show their usefulness and thus prove their right to exist and the importance of giving to them liberal support. Their history, which points clearly to a fluctuation of attendance and a variation in their success, proves the importance of giving to them a wise and careful supervision. Pupils present themselves for instruction in successive years at those schools that are well taught and skillfully managed. The system of gradation that was adopted at the beginning of the school seems to work well for the adjustment of the teaching force as well as for the educational interest of those who attend them. Much latitude is allowed in the interpretation of this course for the different schools. Promotions have taken place from year to year, so that now pupils are advanced from the division night schools to the night high school. This gradation of work and the consequent promotion of pupils who finish the work of a given grade seem to influence the pupils to a continued effort for a longer time than one or two years. At least 33⅓ per cent show this continuity of purpose. The increase of this element in the annual enrollment is an evidence of the substantial results the night schools are securing. A spasm of desire for improvement that lasts but a half dozen evenings is perhaps to be encouraged, but is not encouraging, while a purpose to learn and improve that shows staying qualities which last a term of years under varying circumstances gives encouraging promise that assistance given to it will fructify in good.

The stable character of the membership is shown by the fact that in the early history of these schools there were few pupils in the upper or highest classes while the lowest were crowded, whereas now the highest classes are large while the lowest classes are small. It is perhaps advisable for the board of trustees to offer to such as finish a course at the night high school a certificate of graduation. This would serve as an incentive to many to attend more regularly and for a longer time, yet it could be done easily and at little cost. It would add dignity to the whole system of night schools and would have a strong tendency to insure their stability, as very many of those who attend them require some incentive to continued effort in well-doing stronger than a love for knowledge, and as the irregular attendance in these schools gives little opportunity for developing the spirit of the true student.

Experience has shown that only those teachers who succeed well in day-school work are fitted to do even passable work in the night schools. It is a difficult matter to secure enough competent teachers from the day-school force, as the day-school work is very exacting and consequently exhausting. Only the strongest (physically) can teach both day and night school. Many persons seeking employment regard the night school as a place to experiment or to "try their hand" at teaching. Wherever such experimenting has been allowed the teaching has proved a failure. The pupils in every instance have been able to detect the lack of ability and strength in the teacher. "As the teacher so the school" proves especially true of night schools. A person unaccustomed to manage others in large numbers is helpless in the presence of a dozen or score of boys and young men, much of whose life is spent on the street. It were better not to have night schools than to put them in the hands of such persons.

It is especially noteworthy that those night schools are the most successful whose principals have remained at their heads for a number of years. Principals who remain at the work from year to year become interested in it, get to know thoroughly the conditions of the pupils as well as their ambitions, and are thus able to plan for them better than strangers can. The pupils become acquainted with the principal, learn his ways, and if they are satisfied to stay at school at all, develop a pride for the one they attend. This mutual interest between principal and pupils is an important factor in securing good results, but being of slow growth is rarely found in schools whose principals are changed each year. The night-school principalship is an important position, one which can not be well filled except by a person of broad experience. It is a position demanding executive ability, liberal education, and experience in its practical application, and especially a missionary spirit. A person to fill this position well should feel the responsibility that attaches to it sufficiently to be willing to make sacrifices for his pupils whose antecedents and present lives he must study. A few persons have been found who have made the

position what it ought to be. The place is not a sinecure. It may be desirable to increase the principal's pay, that when the right persons have been found they may more easily be induced to stay.

Kindergartens.—There can be no doubt that a relatively small annual expenditure for kindergartens would give rich returns to the school and to the community. It is not difficult for the teachers of experience to select from the children entering the first grades those who have had training in the kindergarten. They learn enough more rapidly and enough more thoroughly to warrant the maintenance of this kind of school for its economic value alone. This is more evident when it is considered that the child who does not get training in the kindergarten before coming to the primary school gets, in too many instances, a training that is a hindrance to progress until it has been corrected.

Much of evil found in many persons that lasts, and whose fruitage is measured in the police court, is implanted in early life at the kindergarten age. It would be in the interest of good government and of economy to get hold of these persons and properly care for them before germs of evil are planted in their susceptible young lives, which, when strength of character develops, make criminals of them. No small part of the effort of the primary teachers is given to counteracting the teaching that has been done by the street the year or two preceding the time the child enters the school. An earlier start at this by one year or more would be an inestimable advantage. The kindergarten offers this.

Gradation and promotion of pupils.—The gradation and promotion of children are two subjects requiring the utmost care and the most profound consideration of those who manage school systems. It is detrimental to a pupil's interests for him to be improperly graded for any great length of time. The effect of having to work in too high a grade may be as harmful as having to work in a grade that is too low, though of quite a different character. The graded school scheme may work injury to the child if the course of instruction is inflexibly fixed by metes and bounds of text-books, as indicated by page, chapter, section, or paragraph. A graded course of instruction so outlined or determined, in the hands of a machine teacher or an inexperienced teacher not under close and correct professional guidance, will do the child harm from which he may never recover. The value of graded instruction, that is, teaching many pupils the same lesson at the same time, as compared with that of individual instruction, is receiving the attention of many earnest thinkers among those who are investigating the effects of our social institutions. The evil to which I have alluded has been pointed out by many of these inquirers, some of whom have sought a remedy for it.

Among the various plans that have been offered as remedies is that of shortening the period of the grade; that is, making a grade a half year or a quarter of a year long and allowing talented or competent pupils to pass along rapidly, but detaining for a longer time those who are unable to do the work—a plan of gradation and promotion now in vogue in some of the cities of the United States. The effect of this is, of course, to advance the talented pupil along the straight line of the course more rapidly than he would be advanced were the grades each a year in length, requiring him to do more waiting for the less fortunate pupil to accomplish prescribed work. The effect of the plan must be to foster and emphasize in the mind of the teacher that view or understanding of the graded course of work from which the greater portion of the poor grade teaching proceeds, namely, that the course of study contains, in its letter, all that any need learn, and only that which all must learn. This is the root of the evils of graded work, as opposed to individual work.

The evils of the plan for prevention may become more serious than the one which it is intended to prevent. These evils are threefold:

First, the tendency of rapid promotion is to prevent, in the interest of "going up" more rapidly within prescribed lines, a breadth of learning for which some children who are sent up in advance of their mates are capable, and to minimize the broadening which all should get before they are allowed to advance. This broader learning involves (*a*) the assuring or confirming part of perception and conception that is secured by testimony, testimony of numerous examples or of authority, or both, and (*b*) the synthetic steps of mental acts, rounding them out, perfecting or completing them, and applying them, as opposed to the purely analytic steps of mental acts, a most necessary part of education indeed.

Second, rapid promotion results in taking the child while he is yet young and immature, as graded courses of study are now planned, to higher work, work suited only to maturer minds, minds that have proved their sense impressions and synthesized their powers and their percepts. If the advanced grades of instruction were simply for giving broader views and more numerous applications of principles learned in the grades below them, and for formulating such views and applications, rapid advancement along the straight line of the course would be conducive to healthy mind growth; it would be strength giving in its tendency, and would secure to the pupil that possession of confidence in himself which is a result of all

correct learning. But such is not the case. The child, in passing from grade to grade, encounters at each step a new subject or a new part of a subject that is to him a new subject, which must be approached by analysis. Concepts come only by synthesis, but the child thus rapidly moved from one thing to another of greater difficulty is accumulating unrelated percepts. Because of this, he is given little opportunity to complete his mental acts and make totals of them, resulting to him on the culture side in unorganized, unrelated bits of strength, and on the acquistion side "patchwork" knowledge, whose relations he has never been made to see fully and of whose uses he is in the main ignorant. The pupil who is advanced rapidly from grade to grade often meets with subjects that are too intricate for him to understand, and which he consequently learns only in an unprofitable, memoriter way. If didactic teaching is not done and memoriter learning not allowed he may yet be hurried from one point to another before his mind has had testimony enough to shape or give character to a sense impression and make a percept of it, and exercise giving it strength enough to hold the percept in consciousness as a permanent acquisition. Then, too, it must be remembered sense impressions are not percepts, nor does it make percepts of them for the teacher to name them for the child and cause him to commit the names to memory. What must be the influence of this kind of training (?) on the mind of the boy, continued for a greater part of the time devoted to elementary and secondary education? It is not strange that pupils thus taught disappoint their friends and employers when tested in practical life. It is not strange, perhaps, though it ought to be, that a pupil thus taught can get into college, and while there be one of the bright lights of his class, and graduate from it an "honor man."

Third, rapidly hurrying part of the class over a course of study does great injustice in many instances to those who are left behind. The totality of the mind of one boy may be as great or even greater than that of another, yet the former may appear to the unskilled teacher much duller and less talented than the latter, because he gets percepts less easily, which power only is considered by the teacher in rating the two boys. But the slowness with which he gets percepts is not proof that he is less talented than the other. His mind may require more testimony before a percept becomes, and yet when it is fixed he may have natural aptness in synthesizing or applying percepts, or both, of which his apparently more fortunate mate may have little. The one boy is only apparently "bright" and the other is only apparently "dull," and that to a teacher incompetent to judge of mind aggregations. The kind of teaching that rapid promotion almost inevitably induces prevents the teacher from striking a balance and knowing the working value of a child's mind. In a majority of cases it gives no opportunity to test the minds of the class, as simple justice demands they should be tested before the serious distinctions are made that are shown by the promotion of some and the detention of others. The stronger person, as shown by an aggregate of mental endowments, is often found at the foot of the class, and is therefore left behind when promotions are made.

KENTUCKY.

[From the report of State Supt. Ed. Porter Thompson for 1892–93.]

Some leading facts.—There are at present in Kentucky between 8,000 and 9,000 public schools, under the supervision of city and county superintendents.

The teachers employed in these schools number approximately 9,400. The number of white teachers in the counties receiving first-class certificates for the year ended June 30, 1893, was approximately 43 per cent, as compared with 23 per cent for that ended June 30, 1891, and this notwithstanding the fact that the examinations have been gradually growing more difficult.

The average annual State fund disbursed in cities and counties for the two years ended June 30, 1891, was $1,275,184.78; contributed by local taxation for all purposes, $723,215.54. The average annual State fund for the two years ended June 30, 1893, was $1,668,308.37; contributed by local taxation for all purposes, approximately, $834,115.33. This remarkable increase of State fund, more than 30 per cent, was due in part to the fact that in 1892 the direct tax due to Kentucky by the General Government, $606,641.03, was returned, and by constitutional provision was made part of the school fund, and on which a semiannual interest of 6 per cent is paid yearly; in part to the fact that the new revenue law has materially increased the State's finances. It is to be remarked as a most favorable indication that the increase of local aid during the two years was more than 15 per cent.

Character of the system.—Apparently much, indeed most, of what the active friends of popular education have been contending for as to organization and State aid has been secured. The system is so comprehensive and symmetrical as to present the appearance of having that close organic connection of schools of all grades, from that of the ordinary district to the State college, for which the Swiss plan is so much

commended. Harmonious working is assured, and so liberal are its provisions that it not only places within the reach of every child a common school education, but contemplates graded free schools in every county, which shall afford to all within their districts higher and more thorough training, and give to those in districts not so favored this opportunity at the smallest reasonable cost—schools supplying the place of what has been much insisted on, a central high school for certain prescribed territory. In the cities excellent organizations are established and maintained—in part by the State, in part by municipal tax—that give adequate instruction, generally for ten months in the year, through all the grades from kindergarten beginning to preparation for college.

SOME OF THE CONDITIONS UNDER THE NEW SCHOOL LAW.

I. Uniform term provided for.—Of the new conditions already established and in process of establishment may be mentioned that which insures to every district a five-months school. It puts away the injustice which has long been perpetrated upon thousands of children in the State—the curtailing of their school term one and two months because they were unfortunately residents of small districts.

II. Grading the schools.—Another, and one that will eventuate in benefits hardly to be estimated, is that mandatory provision of the act of July 6, 1893, requiring the grading of all the public schools. The State board of education, anticipating this, had formulated a systematic course of study, with suggestive daily programme of study and recitation, and a one-year register corresponding, to supply temporarily the place of the four-year grade book now required by law. With the opening of the schools for the year 1893–94, some thousands of teachers evinced their intelligence by reducing to practice the plan outlined. The schools have thus, at this writing, begun their transformation from a species of chaos to order; from haphazard to system; from the reign of whim (that made a hobby of grammar or arithmetic or geography, and consigned to almost utter neglect the other branches) to methodical attention to every subject and consequent symmetrical training.

III. County teachers' association.—The new school law makes this association a distinct part of the county organization, with obligations of meeting, discussions, etc.

IV. Teachers' libraries.—The new law also provides that each county shall have a teachers' library. Under a system where it is the exception and not the rule for the county schools to be supplied with trained teachers, this is especially important.

V. Kindergarten work and manual training.—A most significant indication is the ever-increasing attention paid to kindergarten and manual training work. In the cities these features are being introduced into the public schools, equipment provided, and very admirable work done. It is, of course, impracticable to introduce these distinctive features into the common district schools where the teaching force is limited, as a rule, to one person; but in most city schools, and in those graded free schools provided for in sections 100 to 130, school law, the plan is feasible.

Legal provisions relating to teachers.—Recent legal enactments, tending to improve teachers in their profession, may be noted as follows:

1. The payment of teachers according to grade of certificate.
2. The limiting of third-class certificates to a single issue.
3. The requirement that all schools shall be graded.
4. The increasing difficulty in the way of obtaining certificates. The law is exacting, and county boards are growing more and more disposed to rule firmly and justly.
5. The prohibiting of the more immature from obtaining certificates.
6. The county library and the reading circle.
7. The county teachers' association.
8. The issuing of State certificates and State diplomas—difficult to obtain, but good for long terms.
9. The effort to reduce institute work to uniformity and give definiteness of aim to all instructors.
10. The requirement that teachers shall so demean themselves, and interest themselves in their respective districts, as to win the good will and confidence of patrons, and thus insure at least a reasonable attendance of pupils.
11. Better wages.

Training schools.—The State does have one for the whites, and it is doing a great work. The normal department of the State college—to and from which transportation is free, where tuition is free, the facilities excellent, the teaching force sound and strong—had during 1892–93 a large number of matriculates. This is well, but it is not sufficient. Many of our young people, whether necessarily or not, go to the training schools of other States.

The State normal school for colored persons is devoted in part to the training of teachers for the schools of that people, and has an attendance that, measured by the relative populations, exceeds that of the white training school at Lexington. The faculty having in charge its various departments will compare favorably with

any body of colored teachers in the Union; and this single institution, if somewhat enlarged and improved as to its facilities, would adequately supplement the work now being done by mission and other schools in supplying the State with well educated and trained colored teachers.

The Louisville system comprehends a splendid training school for her own teachers, well manned, well appointed, and fruitful of results.

LOUISIANA.

[From the report for 1892-93 of Hon. A. D. Lefargue, State superintendent of public education.]

State text-books.—On June 10, 1893, the State board adopted, for the ensuing four years, a uniform list of school text-books, and contracts were made with the several publishing houses for furnishing the same to patrons of the public schools at advantageous prices. Later on in the year supplemental books for general reading and for high school grades were added to the regular list, with a view of giving an option in choice to localities where great expense had been incurred in the purchase of books under former contracts. The general policy of the board was not to change books hitherto in use save in cases where exceptional advantages as to price and quality of books were offered by publishers.

High schools established.—A board of trustees appointed by the State board of education have erected at Opelousas a commodious and well-furnished building for a central high school. This school has some revenue from its own property, and also receives assistance from local corporations. The State board also has authorized the school board of the parish of St. Mary to establish a high school at Franklin.

Educational societies.—As one of the indications of awakening public sentiment in regard to educational matters within the past few years, it will not be amiss to refer to the origin and continuance of numerous societies or associations which have in view the dissemination of learning or the institution of scientific research. In many instances these societies have lecture and practical departments with their regular work, and their chief aim is educational. Combining in their membership all grades of ability, they include the skilled and amateurs alike. These associations or unions are unquestionably a means of valuable instruction in technical knowledge.

The city of New Orleans may be said to contain as many societies for the dissemination of technical knowledge or the cultivation of æsthetic tastes as perhaps any city in the nation.

In an age when all professions and trades are organized into associations and guilds, the teachers have not been idle; the public school teachers of this State have now a State organization whose entire purposes are comprehended in their avowed objects to elevate the profession of teaching and to promote the school interests of the State.

Local taxation.—The State superintendent recommends that a constitutional amendment be submitted to the people "by which local corporations shall be compelled to levy the school tax mentioned in article 209 of the constitution. It is earnestly hoped that this needful amendment will be made, and that all restrictions on local taxes will be so far removed as will enable the people to levy requisite taxes for the support of the schools."

The poll tax.—The revenue received from poll tax continues to increase each year, but the collections are not as complete as the school officers desire. Officers in charge of the collections are generally active in their endeavors to collect the tax, but the law does not afford sufficient opportunity for compulsory taxation. If some means by which each adult male would surely pay his poll tax could be devised, the amount accruing to the school treasury would be considerable, and would bring about the further improvement and enlargement of the school system. Many citizens have advocated that the payment of this tax be made a qualification for suffrage. This plan seems generally preferred and advocated, and I am heartily in favor of it. One of the many points urged in its favor is that its enforcement will tend to interest all classes in schools, thereby inducing them to patronize an institution which they help to support.

The State normal school.—In the improvement of our school system that has taken place during the last few years, one of the most powerful factors has been the State normal school at Natchitoches. The establishment of this institution by legislative act of 1884 was the beginning of a new era in our educational development.

The graduates whom it sends forth annually in increasing numbers are carrying their ideas of improved methods of teaching into the remotest corners of the State. And it is a significant fact that the most rapid improvement in public schools has taken place in those localities in which normal graduates have been employed in greatest numbers. To these valuable results of the training afforded by the State normal school should be added the incalculable benefit that our teachers and our people generally have derived from the teachers' institutes held throughout the

State under the direction of the State normal school faculty. They have had the triple effect of presenting to the teachers the best methods of instruction and discipline, of inspiring them with a higher conception of the dignity of their calling, and of convincing the people that the public schools are worthy of their constant care and their hearty support.

The report of the president of the State normal school shows a gratifying increase in its patronage. In fact this institution has outgrown its present cramped quarters.

MASSACHUSETTS.

[From the Massachusetts School Report, 1892-93.]

HIGH SCHOOLS.

The increase from year to year in these means for secondary instruction indicates an abiding interest rather than any sudden impulse in favor of high schools, while an increase of seven in a single year shows how deep rooted the interest is. With the exception of the city of Worcester, all the schools added to the list this year are in towns of rural populations, none of them having the number of inhabitants or the number of families requiring them to maintain high schools. It is not to be presumed that all these schools have extended courses such as the first-class city high schools afford. They provide some of the studies of the secondary schools, and so in a measure meet the desire for a more liberal culture than country grammar schools can furnish.

The number of persons enrolled in the high schools was 28,582, an increase of 1,100 over the enrollment of last year. Though in keeping with the increase in the number of schools, the increase in membership is in the numbers attending the schools as a whole and not due alone to the new schools established.

The ratio of the membership of the high schools is, for the whole State, 7.2 per cent of the membership in all the public schools. The ratio has advanced in ten years from 5.8 per cent to 7.2 per cent. In a few towns over 10 per cent of all the pupils are in the high schools. A much larger per cent enters them and takes a partial course. In some towns as high a rate as 40 per cent enters these schools, and as the course of studies expands, students in larger numbers are attracted to them.

The number of towns required to keep high schools is 164; the number that do keep them is 228. Thus secondary instruction at public expense is provided by 64 towns that are not required by law to furnish it. The entire population of the 228 towns is 2,113,286; of the entire State the population is 2,238,943. The proportion of this population provided with high schools in their own towns is 94.4 per cent. Towns like Revere, which pay the tuition of their high school pupils to other towns, being included with the above, the percentage would reach 95 per cent. If there be added to the above public provision that made for secondary instruction by individual citizens, it may be assumed that practically this form of instruction is available for all the children, without the necessity of very serious sacrifice on their part or on the part of their parents. That all the children included in the population do not receive its benefits is not on account of unwillingness to make for it ample provision.

There is in most high schools a larger number of girls than of boys; in some schools it is as four to one. This fact deserves serious consideration by parents and school authorities.

TEACHERS' WAGES.

The whole number of different teachers employed in the public schools during the year 1892-93 was 11,233, of which 989 were males, 10,244 females. The average wages of the male teachers were $140.73 per month, which is an increase for the year of $6.51. The average wages of the female teachers were $48.13 per month, which is an increase for the year of $1.61 per month.

The average wages paid women for teaching are not in advance of those paid in other less responsible occupations open to women, and when compared with the wages paid male teachers they are so low as to make it humiliating to report the two in connection. Moreover, the advance in the wages of male teachers in ten years has been at the rate of 36.2 per cent, while that for female teachers has been at the rate of 14.8 per cent.

So long as the present low wages are paid to the mass of female teachers, the tendency will be for superior young women to seek employment in other occupations, especially if places can be secured in them without long preliminary training, and give promise of greater permanence and less strain upon the nervous system. If it be said, there are always more applicants than places for teaching, the reply is, yes, and the more nearly the work of the teacher approaches a menial service, or receives a menial's pay, the greater will be the number of applicants.

It is somewhat encouraging to see the advance in the wages of male teachers. Not so encouraging is it to witness the decline, which has been pretty constant for the last ten years, in the number of male teachers employed. There is some slight relief from the solicitude occasioned by the steady falling off of male teachers in the fact that it is more than compensated for in the number of male teachers transferred to the ranks of school superintendents. We believe it to be for the advantage of the youth of both sexes to be brought under the influence of male as well as of female teachers. The best private schools exhibit greater wisdom than the public schools in the greater number of male teachers they employ.

EXPENSES OF TEXT-BOOKS AND SUPPLIES.

Sum appropriated and rate per scholar, for the past ten years, for books, stationery, maps, charts, etc.

Year.	Total expense of books, etc.	Expense of books, etc., per pupil.	Year.	Total expense of books, etc.	Expense of books, etc., per pupil.
1883	$253,537.61	$0.91	1889	$469,924.02	$1.54
1884	588,760.38	2.08	1890-91	494,545.27	1.60
1885	488,210.44	1.69	1891-92	532,530.73	1.70
1886	424,697.29	1.45	1892-93	562,228.00	1.75
1887	428,736.05	1.49			
1888	427,155.56	1.42	Average for 9 years		1.63

The average cost per pupil for text-books and supplies since the enactment of the free text-book law, now nine years, has been at the rate of $1.63 a year; since the first two years there has been a slight annual increase; the cost for the present year is $1.75. The total sum paid is $562,228, which is an increase, as previously stated, of $35,064.40 for the year.

There is general satisfaction with the operation of the free text-book law, though the desire has been expressed quite emphatically, and the claim has been persistently urged in some localities, that the children should be allowed to take with them, on permanently leaving school, the books they last used. This would somewhat increase the expense for supplies, but it would have the advantage of furnishing some books which might serve for occasional reference in homes which otherwise would have none, and it would secure to the schools a more frequent fresh supply.

EXPENSE OF CONVEYING CHILDREN.

Amount expended for transporting children to school for the past five years.

Year.	Sum expended.	Year	Sum expended.
1888-89	$22,118.38	1891-92	$38,726.07
1889-90	24,145.12	1892-93	50,590.41
1890-91	30,648.68		

The law authorizing towns to appropriate money for the conveyance of children to school has been upon the statute book since 1869, and yet the towns did not for several years avail themselves of its privileges. One direct advantage of the law is the facility it gives the towns for consolidating their schools. In recent years this has been going on in all parts of the State, and within the past three years at a greatly increased rate. The sum expended during the past year was $50,590.41, an increase of $11,864.34, or of 30.6 per cent as compared with the previous year. The plan of consolidation where conveyance is provided proves most advantageous, and seems in practice to be attended with no unfavorable conditions.

SUPERVISION BY SUPERINTENDENTS.

Since the year 1854 provision has been made by which towns can legally avail themselves of the service of school superintendents to supplement the supervision earlier provided for by town school committees. Until the law of 1888 the superintendent form of supervision was limited to the populous and wealthy towns and cities. The enactment of that year, with the amendments of last year, makes it possible for every town in the State to employ a superintendent of schools. It provides that towns not exceeding two and one-half millions of valuation may unite in groups

for this purpose; it limits each group to a maximum of fifty and a minimum of twenty-five schools. It requires that each group of towns shall pay for the support of a superintendent $750 a year. To aid the towns the law provides for the payment to every such group the sum of $1,250 from the State treasury, $750 of which shall go to supplement the sum paid the superintendent by the towns, so that his salary shall be at least $1,500, and the remaining $500 shall be paid for teachers' salaries. Both sums are intended, either directly or indirectly, to improve the work of teaching.

No recent enactment affecting the schools has met with more general and hearty approval than the act of 1888.

Out of 352 towns in the State, 221 are employing superintendents. The number employing them under the original law and under that of 1870, which differs from it in no essential particular, is 105; the number employing them under the recent enactment is 109. The former class of towns includes nearly every town in the State of considerable population and of high valuation; the latter class embraces the small, sparsely populated, and poorer towns of the State.

Included in these two classes of towns, the number of schools under this form of supervision is 6,235, out of a total number of public schools in the State of 7,510, or 83 per cent of the whole number. The number of school children under superintendents is 347,804, out of a total in the public schools of 391,745, which is 88.7 per per cent against 85.8 per cent for the previous year.

There are still 131 towns, or 37 per cent of the whole number of towns in the State, not employing superintendents. The per cent of last year was 40.3 per cent. The greater part of these towns are small and relatively poor. Many of them have voted to accept the provisions of the act of 1888, but find no towns with which they can conveniently unite. The isolated condition of many towns makes it difficult to combine them with others to advantage. The difficulty of effecting unions for this class of towns increases as the towns first to avail themselves of the provisions of the law become more accustomed to working together.

There are still towns that do not exhibit an active interest in securing for their schools the benefits of skilled supervision. There is no known opposition to the principle upon which the employment of a special agent to superintend the schools is based; indeed, it seems to meet with universal acceptance. A large number of towns desirous of securing for their schools this form of supervision are unable to do so for reasons already stated. I advise, therefore, that authority be given the proper persons to make such combinations of towns as shall provide for bringing every school under the superintendent form of supervision.

A provision could at least be made for aiding towns of less than two and a half millions of valuation to unite with towns exceeding this valuation and employing superintendents. There are employed under the earlier laws superintendents who could give part of their time to superintending the schools of one or more additional towns. An amendment to the law of 1888, giving proportionate aid to such towns as would come properly under this law to enable them to obtain such superintendent service, would in some instances afford the needed relief.

It is certain that so important a means of supervising the schools as a good superintendent is admitted to be should be brought to bear upon every school and every child, even the humblest in the State.

MICHIGAN.

From the report for 1892-93 of State Superintendent Henry R. Pattengill.]

Educational councils and rallies.—The superintendent of public instruction early realized the necessity of harmonious work with the board of examiners and county school commissioners. He also realized the importance of acquainting himself with the school work in every portion of the State, and of learning the sentiment and peculiar conditions existing in different counties.

With this in view the State was divided into twenty-one districts, and a convenient place of meeting suggested for each district.

The "council" was in all cases called to meet Friday, and to this meeting were invited all the examiners and commissioners of the district, the school officers, and superintendents of schools. Teachers and others were welcome, and many attended.

These councils were entirely informal. Any question could be brought up. No formal speeches were made. Everyone could air his views as freely as he pleased. To show the nature of the councils we give herewith the list of topics suggested for discussion in the notices sent out from the department:

Amendments to the school law.
Methods of conducting examinations, marking papers, and giving results.
Should the country schools be graded?
Relation of district to city schools.

Relation of district board to school.
Relation of patrons to the schools.
Benefits of the township district.
Uniformity of text-books.
Free text-books.
Equalization of taxation.
The township institute.
County institute.
The use and abuse of examinations.
District libraries.

These "councils" have proved very helpful indeed to the State superintendent in making him conversant with public sentiment concerning school matters as viewed by all the factors that are active in the administration of school affairs. At every council there were representatives from school boards, patrons, teachers, examiners, and commissioners.

Free text-books.—The system of free text-books which provides for the ownership of the books by the district and loaning them to pupils has been tried by some of our cities and a few of our rural districts for several years. In journeying about the State we have taken especial pains to inquire how satisfactory the system proves to be, and almost without exception it is most unanimously commended by both city and country districts. The cities of the State which have adopted the system are Detroit, Grand Rapids, Saginaw East Side, and Bay City. Of these cities East Saginaw has tried the system for the past nine years. None but laudatory reports come from officers and teachers concerning the workings of the plan. We give herewith a table showing the average cost per capita for text-books during the past nine years in Saginaw East Side:

Year.	Total cost.	Fines collected for injuries to books.	Actual cost.	Number of pupils.	Cost per pupil.
1885-86	$4.971.48	$116.70	$4,854.78	4,432	$1.10
1886-87	3,009.88	78.33	2,931.55	4,537	.53
1887-88	1,959.39	81.74	1,877.65	4,564	.41
1888-89	2,097.65	80.50	2,017.15	4,647	.43
1889-90	2,492.48	2.82	2,489.66	4,827	.52
1890-91	2,611.96	58.16	2,553.80	4,812	.53
1891-92	3,943.09	92.24	3,850.85	4,842	.79
1892-93	3,346.98	82.98	3,264.00	5,705	.58
1893-94	3,395.00	71.21	3,323.79	5,231	.63

This should encourage other cities and villages to try the experiment. The rural teachers and school officers of the districts where the plan has been tried say that the books are kept better than when owned by the individuals, the cost is reduced, uniformity secured, and time saved, because pupils are always provided with books on the first day of the term instead of being obliged to "wait until pa goes to town," till he forgets to get the books once or twice, and then buys the wrong book. The expense upon the whole district is insignificant, and the advantages are so apparent that it would seem advisable for every district to adopt the plan. The districts now working under the system are mostly in the northern part of the State.

Libraries.—The most important factor in a good school, next to the teacher, is a good school library. If my child could have but one, either a college education or a taste for good literature with ability to read it, I would without hesitation choose the latter. Fortunately we are not obliged to make this choice. A taste for good reading, and a generous education are both within the reach of every child in Michigan. In many of our cities by means of the philanthropic gifts of wealthy men, or the far-sighted acts of school authorities, fully equipped libraries are established and made accessible to all the people. In nearly all our cities, and in many villages, there have been established what are known as working school libraries—selection of books adapted to the different grades of schools, and more especially designed to aid in the teaching of literature, history, geography, and science. These books are kept by the teacher of each grade, and are made very accessible to the pupils of the school. Further than this, courses of reading have been mapped out for the pupils, and the teachers have sought to lead pupils to read these books, and converse with the teacher on the topics read. In this way a taste for reading has been formed in many instances, and a better spirit of study has been the direct result of this reading. Besides this, the parents of these pupils have oftentimes become interested in reading, and the pupils have been encouraged to start a little library of their own. Who can estimate the value of such beginnings? Parents will find that the question of keeping the boy at home evenings is very largely solved when the same boy shall

become interested in the reading of good books. We are the heirs of all the ages in literature as well as in the more material things of which we boast. The publication of inexpensive editions of our classics has aided very materially in this spread of general intelligence and love for reading.

School architecture—Miscellaneous suggestions.—We give herewith some miscellaneous suggestions which should be carefully considered by those about to build schoolhouses.

1. The window-lighting surface should equal one-fifth of the floor surface.
2. No pupil should sit farther from the window than two and one-half times the distance from the floor to the top of the window.
3. The window should extend to the ceiling, only leaving enough room for the casing between the opening and the ceiling.
4. The windows should be grouped.
5. Light is better from both sides than from one side and the back. The light at the back, unless high, will cast the pupil's shadow on his work.
6. There should be no windows for pupils to face.
7. Light from one side should be from the left, so as not to throw the shadow of the pupil's hand upon his work.
8. The windows should be provided with green shades; yellow is not as good for the eyes.
9. The blackboards should not have a glossy surface.
10. If windows are grouped as they should be, and as they are in the accompanying sketches, no blackboards come between windows to try the eyes of the pupils.

Heating and ventilating.—1. A wood furnace is the cheapest and best means of heating small schoolhouses where wood is abundant. The furnace heats and ventilates and will burn long wood, knots, branches, etc., that can not be used in a stove.

2. A jacketed stove is the next best heater and ventilator. A round, tall stove should be incased by a sheet-iron jacket, the jacket being placed 4 or 6 inches from the stove. The jacket should reach within 2 inches of the floor, and extend to top of stove. Air conductors 6 by 12 inches should lead from the wall on two opposite sides of the schoolhouse under the floor, and open into a register immediately under the stove. This furnishes fresh air. Dampers can be placed in these ducts to regulate the amount of fresh air. A good stove and jacket can be bought for $25 or $40.

3. The chimney should extend to the ground and contain a flue 2 feet square, with either a brick partition dividing it into two parts or an 8-inch chimney tile for smoke flue. This smoke flue warms the shaft, creates a current upward, and thus the impure air of the room may be drawn off.

4. Flues built into walls without provision for warming them are merely monuments to fools.

5. Place a large register in the room at base of chimney, and also one in the chimney near the ceiling. Let both be provided with valves with which to close them when necessary.

6. Place a ventilator in ceiling of room near the center, opening into the attic.

7. Hang windows with cords and weights if possible, or at least make them easy of movement, and supplied with easy catches at lifts of short intervals. Place a 5-inch board under lower sash of window, just as long as window is wide. This will create a space between upper and lower sash, through which the air can come in without direct draft on pupils.

8. Occasionally open doors and windows, and let the air change while pupils are marching or exercising.

Miscellaneous.—1. Wardrobes for country schools are better made of wainscoting 6 or 8 feet high, at both sides of entrance door, in the school room. Those old entries are great breeders of disorder.

2. The girls and boys should have separate wardrobes.

3. The teacher's desk should be in the opposite end of the room from the entrance.

4. The end of the room opposite the entrance should have no windows.

5. The blackboard should extend across the end of the room back of the teacher's desk and down each side to the windows. It will do no harm to run the blackboard the length of both sides as well as one end.

6. If necessary, stand over the builder with a club to make him put the blackboards low enough for the little people. The side boards should be within 2 feet of the floor and made 4 feet wide. The end board should be 6 feet wide.

8. The floor should be of narrow and well-seasoned maple. Do not put in a soft wood floor.

8. Provide a neat wood box if no fuel room is given.

9. Provide at least one extra chair for stray visitors.

10. There should be an average of 16 square feet of floor space to each pupil. A little increase in the dimensions of the building does not add materially to the expense, but adds much to health and comfort of pupils.

MISSISSIPPI.

[From Report of State Supt. J. R. Preston for 1892-93.]

FLOURISHING CONDITION OF TOWN AND VILLAGE SCHOOLS.

The average country school, as it has been conducted, could command the respect of neither pupil nor patron, and has served, in many instances, but to pension incompetent kindred of trustees, to blunt every educational aspiration of our youth, and rob them of precious days and golden opportunities. The time has come to stop dallying with so serious an interest of the Commonwealth.

The towns of our State, recognizing the futility of a four months' term, have organized into separate school districts, and annually raise enough money by local taxation to extend their term to seven months in all the smaller towns, and to eight, nine, and ten months in the larger ones—the average term being more than eight months.

The new constitution diminished the revenues of many of the separate school districts, and occasioned a stricter economy, and in some instances a shortening of the term; but in every case the towns have met the emergency, increased the local levy, and will maintain their schools eight or nine months.

The people in our towns have gone to great expense besides in building and equipping schoolhouses. They recognize the value of education, and are determined that their children shall have every reasonable opportunity in an educational line.

In the last two years the number of separate school districts has increased from 41 to 58, showing that our towns and villages are forging to the front in providing school facilities for their children.

Several of the smaller towns have enlarged their school districts by embracing some adjacent rural territory upon petition of the freeholders thereof.

The schools of all the separate districts are reported as being in a flourishing condition and crowded with pupils to the limit of their capacity.

As indicated in the last biennial report, these municipalities had to make, in most instances, a slight increase in their local school tax; but no serious hindrance of their progress and efficiency has been occasioned by the change in our school revenue system.

The increase in the number of separate school districts and their steady progress indicate the healthy tone of public sentiment which follows great local effort in behalf of schools.

The course of study in nearly all of these schools is sufficient to prepare students to enter the freshman class of the university and the other State institutions. They are, moreover, contributing to the rural schools many well-prepared, active, and progressive teachers.

Numerous changes of principals and superintendents have taken place within the past few years, indicating that the people are seeking stronger men to conduct their schools.

A system of schools seldom rises above the idea of the principal or superintendent, and most often is but a reflection of that ideal.

The chief function of trustees is to put the right man in charge of the schools.

The quality of manhood in a principal is a silent molding power that stamps its impress on the character and destiny of every pupil. It operates not simply in the school room and on the play ground, but follows children into their homes, is with them during vacations, and registers itself in their conduct as future citizens of the Commonwealth.

Most of the separate school districts have provided school libraries.

DISTRICT LIBRARIES.

A library composed of popular and standard literature is a necessary adjunct to every public school.

The highest function of the public school is to create and cultivate the reading habit. Herein lies its chief power to promote culture among the masses.

Our country homes have but few books, and these generally of a kind unattractive to children. Many young people are reaching the age of maturity without ever having read a book.

Our schools must set to work to collect small libraries of readable books and place them in the hands of the children. A little cooperative effort by the neighborhood will supply the means to purchase twenty or thirty volumes. Even this small number, if well selected and wisely used by the teacher, will suffice to lead the pupils into communion with the great apostles of the world's thought, to create within them a new source of happiness, to uplift them ultimately to a state of intellectual freedom.

PROPRIETARY HIGH SCHOOLS AND COLLEGES.

In addition to our separate school districts we have 233 high schools, academies, and colleges. The enrollment in these institutions for 1892-93 was 22,859, and all of them give more or less secondary instruction.

These schools include all denominational institutions, and, except eight or ten, are conducted upon the coeducation plan. Most of them are effective factors in the education of the youth of the State.

Nearly all of them during the public school term conduct their departments below the high school as public schools.

A high degree of credit must be conceded to a majority of these institutions; but some of them are unworthy of the patronage they secure through artful and delusive pretenses.

When a school claims that in one year it can teach a course of mathematics from algebra to calculus, or can give a classical education in two years, the wise parent will conclude that it is a humbug and look for another school in which to educate his child.

We need to get rid of all such educational shams.

A DEPARTMENT OF PEDAGOGY FOR THE STATE UNIVERSITY.

The establishment of a department of pedagogy in the university is a step of progress which reflects credit upon the wisdom of the trustees of this great institution of learning.

The department of pedagogy will articulate the university with the public school system of the State and by degrees put university men at the head of most of our town and city public schools, which will unify and harmonize our educational work.

Young men and women of the State who wish to become teachers will turn to the university for professional instruction, and the people will naturally apply there when they wish scholarly and well-trained teachers.

With no normal school in the State, this department should be crowded from year to year by those who aim to make themselves better teachers. The day is not far distant when an applicant without professional training need not apply for a position in any important public school in Mississippi. The sooner trustees exact professional training as a condition precedent to election, the speedier will be the progress of their schools.

Already there is happily a growing tendency in this direction. Many scholarly young men have been rejected within the past few years simply because they had no professional training. Scholarship is of prime importance. No acquaintance with methods and devices can take its place; but it is equally essential that the scholar be trained to teach, if he expects to meet the demands of any position of prominence in our schools.

The people are fast learning that the very worst investment they can make is to employ a poor teacher for their children, and the day is at hand when teachers must invest liberally in the acquisition of professional training before they enter the profession, and must annually spend a part of their salaries in self-improvement.

TEACHERS' PROFESSIONAL LIBRARIES.

Under the law allowing 20 per cent of the surplus institute fund to be invested in works on teaching, to be kept by the county superintendent for the use of teachers, more than half the counties have purchased libraries containing from 20 to 300 volumes each. At the county institutes the past summer contributions were made by the teachers for enlarging these libraries and for the purchase of libraries in counties were none had been procured, so that by the end of the present scholastic year nearly every county will be provided with the best works on teaching. These libraries will be increased from year to year, and in a short while the public school teachers of Mississippi will have free access to the very best educational thought of the world. Our teachers can now pursue a course of professional reading with no outlay for books; reading circles and associations can be formed to master prescribed courses; educational theories can be studied in the light of daily experience. The establishment and use of these libraries will ultimately exert a potent influence in uplifting the teachers and bringing them to a true appreciation of the dignity of their profession.

MISSOURI.

[From report of State Supt. L. E. Wolfe for 1892–93.]

A REFORM URGED IN THE ELEMENTARY COURSE OF STUDY.

It was once thought sufficient to educate the few. The education of the many is an idea of comparatively recent origin. Our universities and colleges are aristocratic in their origin, their design, their scope, their courses of study, and methods. I use the term aristocratic not in an odious sense. By its use I mean that these institutions reach the few in distinction from the many. From the very nature of things, they can reach but a small per cent of the people. They were originally designed to prepare for the learned professions, especially for the ministry and law. The time came when States, in the interest both of humanity and public welfare, decided to make the education of all a public charge.

There has not been sufficient time to make the public school courses of study and methods as democratic as the systems are in their scope and design. The design of our free school systems is to reach the masses; yet we cling to the courses of study and methods modeled after those in universities and colleges, that, from the very nature of things, can reach only the few. We must remember that the day of universal education at public expense has but fairly dawned; the sun hangs low in the eastern horizon. There has not been sufficient time to create a harmonious whole. These higher institutions of learning being designed to prepare for the learned professions, their courses of study were shaped with reference to graduation. If the student fell by the wayside before graduation, it was his own fault. When free school systems were established, their courses of study were modeled largely after those of the college. These courses of study, while professedly for the many, are really for the few. Although a large per cent of the pupils drop out of school before reaching the fourth grade, but little work is done in the majority of schools below the fourth grade in oral geography, and in the applications of addition, subtraction, multiplication, and division. Although three-fourths of the pupils leave school before reaching the eighth year of school life, not one school in twenty gives instruction below grade 8 in the elements of the natural sciences, in elementary history, civil government, political economy, and literature.

Our courses of study seem to have been framed without a recognition of the fact that these pupils, without training in the natural sciences, without any knowledge of their country's history, with no intimation of the world's history, with no instruction with regard to the social units so near and vital—the school district, the township, the county—that these pupils are to become heads of families, and are to wield the ballots that are to shape the destiny of our country. We apply the spurs to the geographical hobby through grades 4, 5, 6, 7, and 8, apparently oblivious, not only of the great events of the world's history, but of the thrilling events in the history of our country. Is it because pupils below grade 8 would not take an interest in these events? Oh, no; it is simply that we are slaves to custom; that we have been unable to overcome the inertia of the past; that we have not had sufficient time to make our free school systems democratic in their courses of study and methods. Pupils of the second and third grades, if given an opportunity, would read with great relish fairy tales and folk stories. In grades 3, 4, and 5 they would read with equal relish Kingsley's Greek Heroes, Ten Boys on the Road from Long Ago Till Now, Abbott's Cyrus and John Esten Cooke's Stories of the Old Dominion. In grades 5, 6, and 7 they would read with interest and profit elementary books of civil government and political economy.

Again, why, when we take up United States history, should we be expected to memorize the thousand unimportant details of battles? Why not give some of this time to interesting historical or biographical sketches in the world's history? Again, we are expected to grind the selections of the readers over and over, again and again, squandering valuable time that could be given to the reading of a number of choice literary wholes. It is not enough to study the examples in arithmetic growing out of actual life. We must ransack algebra in order to devise improbable, impractical, and artificial hare-and-hound problems. It is not enough to study practical arithmetic; we must push the study into abstruse and impractical higher arithmetic, thus wasting time that should be given not only to a better understanding of practical arithmetic, but to obtaining an elementary knowledge of points, lines, surfaces, and solids. Writing and drawing must also be ground very fine, and strung out very long—made as abstruse as possible.

This reform course of study herein offered does the best thing possible for every pupil, regardless of his station in life, and regardless of the number of years he is permitted to remain in school. If from caprice or misfortune he leaves school at the end of the third year, he has the best the school can give him. The same is true if he leaves the school at grade 5 or 8. At whatever point he leaves school, he would

have received some training in observation along the entire line in both the domain of nature and man, and if he had learned to read, his reading would be along the same liberal and extended line. Such a course of study would not only give the pupil the best possible preparation for life, regardless of when he left school, but also the best preparation for subsequent studies either in the high grades of the common school or in secondary institutions of learning or university. This course of study would hasten the articulation of the common schools, secondary schools, and universities; would bring about a rational articulation without sacrificing the interests of the common schools, secondary schools, or the universities. The passport to a higher grade or institution would not be an ability to disgorge a gorged memory, but to observe and read intelligently, and to express the results of that observation and reading in good English. Inspiration and power rather than information would become the basis of promotion. No articulation that does not consider the interests of all the institutions concerned can bring the best results. The articulation that is based upon the best interests of the common schools is the one from which the secondary schools and universities will derive the most profit.

Life is a very practical thing. By this I do not mean to unduly emphasize the utilitarian at the expense of the ethical and æsthetic. Reader, have you gone among the people—the plain, common people—and looked again and again at education from their standpoint? Have you, in imagination, lived over your childhood? Does our public school system seem to have been constructed with special reference to the needs of the people? Does it do the most to enlarge, to strengthen, and perfect their lives? Does it go to them in a spirit of helpfulness, or does it invite them to come to it? Is our system giving them that for which they are hungering? They are asking bread and fish, and we are giving them serpents and stones. They cry aloud for trained powers of observation, that they may have better food, clothing, shelter, and transportation; that they may appreciate and enjoy the beauties of nature attending them by night and day. In return, we gorge their memories on geography and the books of natural science. They seek companionship with the good and great through their books; we give them five readers composed of extracts.

Do you say that this is not the province of school, but of life? I reply that childhood and youth is preeminently the time for such training; the period when the senses and curiosity are most active; life will be full of other duties; the to-morrow of neglected opportunity will never come. An instruction that does not make the son and daughter more helpful to their parents, that does not lay hold upon the hands and feet, lacks efficiency. There is something wrong about an education that does not enable the farmer's son to look more carefully after the condition of the crops, the stock, the gates, and fences; the daughter to be more interested, ingenious, and helpful in cooking, sewing, and housekeeping.

I hear a widespread complaint that "schooling" turns boys and girls against work. Is it not strange that history—a recital of deeds—should disincline pupils to deeds in their own sphere—in a word, to work? Go largely among parents, and you will find a general belief that some strange and wonderful power inheres in the text-book, and especially in that knowledge that is so hidden by technical terms as to be unintelligible to the masses. The pedantry of teachers is in no small degree responsible for our present course of study and methods; a desire to possess terms—if not knowledge—not understood by the people. We teachers still act out our little part; puppet-like, we still dance at the behest of custom; still pay tribute to the effete past. Our pupils still perpetuate their wordy parades on examination and commencement days. Our graduates, with but little knowledge of composition, manage to deliver themselves of essays and orations, which, with "learned length and thundering sound, amaze the gazing rustics, ranged around." It may be remarked, in passing, that the teacher is no less amazed than the audience. When will we cease this array of pedantry and the artificial, and be perfectly sincere and honest with the people? Our systems of education must get simpler and more helpful though the heavens fall. I learned of an inspired preacher who draws his hundreds of thousands, and upon hearing him, find his secret to be simplicity and helpfulness. Eager to catch a glimpse of the world's great paintings, I find them portraying the meek and the lowly—Alone in the World, The Last Muster, Breaking Family Ties. The short and simple annals of the poor will ever be the inspiration of literature.

Pestalozzi indeed came preaching the gospel of sense-perception in the wilderness of memory culture, and we do him lip service in every convention of teachers, but the actual work of the average schoolroom shows that our hearts are far from him. For twelve long years, Horace Mann, the illustrious apostle of Pestalozzi, with the energy of despair, made his eloquent plea for ideas before words, throughout the length and breadth of Massachusetts, and we love to do him honor; and yet, in the average school, the gluttony of the memory goes on. Herbart, the apostle of apperception, numbers his followers by the tens of thousands, and yet, in practice, the doctrine of the correlation and concentration of studies is a stranger in four-fifths of the schoolrooms.

Shall our great systems of education, with their superb machinery, drift further and further from the people, or shall we hasten to learn the lessons of simplicity, helpfulness, and wisdom? These reforms are coming just as sure as the water seeks the sea. Already there are ominous mutterings among the people. It may be that no member of our profession is destined to lead these reforms to final and complete triumph. We are a conservative body. It may be that to achieve these reforms, some John the Baptist, feeding on locusts and wild honey, and with a leather girdle about his loins, must come forth from among the people. Be it so; thus have been compassed the world's greatest reforms.

ADDRESS OF REV. EDWARD EVERETT HALE AT THE OPENING OF THE NEW ST. LOUIS PUBLIC LIBRARY BUILDING.

[The exercises connected with the formal opening of the new building for the St. Louis public library were held February 17, 1893. The library at that date numbered 90,000 volumes, having increased threefold since the present librarian, Mr. Frederick M. Crunden, took charge in 1877. Rev. E. E. Hale delivered the following dedicatory address:]

It is impossible, for the people of any community which has not fully tried it, to foresee the joy to individuals which they are making possible. No man can foresee the happiness of homes which is thus made possible. No man can foresee the elevation and advance of social life and public order. No man can foretell the special occasions in which some new Watt is to be trained to build some new steam engine, in which some new Edison is to be trained for new discoveries in science, in which some new Walter Scott is to be educated for the happiness of millions upon millions. Victories, which can not be written before they are achieved, are all in the germ when we plant the acorn. Or, if you call it a mustard seed, no man shall say what birds shall take shelter, what travelers shall rest, under the shade of that tree of which you plant the germ to-day. Far less shall any man say what conquests shall be achieved by the travelers who from this rest and this shade go forward upon new duty.

I speak, in some sort, as an expert. I have seen the public library of my own home begin with a little collection of public documents in a snuffy little room in the city hall. I have seen it grow till it takes possession of the most costly building in New England. From a thousand books, I think, the gift of a retiring mayor, it has increased till it is now one of the largest libraries in the world. But it is not because I have seen this growth that I am saying what I say. It is because I may see any day a cabman, on his stand, reading one of its brown paper-covered volumes. It is because I have seen the thoughtful mechanic come out from one of its private rooms where he had been at work, in his leisure hours, on the most careful and recondite problems of the mathematics, perhaps extending their discoveries. It is because I have seen the first artists of America meet there to study what elsewhere they could not find, the steps in some line of composition or invention. It is because I know that the rank and file of the city of Boston would more readily rise in rebellion against any city government which neglected to provide for their library than if they had been wounded at any other point of their social life. After thirty years' experience, this has come to be the law and understanding; you may retrench on the right hand and on the left, you may cut down the salary of the mayor, you may leave the streets narrow, you may have a bad fire department, you may go to the dogs in any other direction; but beware how you put a finger on the appropriation for the public library! The people of that city, even those who you would say were of the most ignorant and thoughtless grade, have tasted the blood of life; and having tasted it once, they will not forego their feast. They know what it is to have the best books in the world at their command. They and their wives and their children know what this is. Having once feasted at that board, they mean that the steward and the cook shall purvey for them as well to-morrow as they did yesterday.

As I go forward it is my hope and effort to illustrate my prophecies by one or two simple details which will at least throw what the artists call "broken lights" upon my picture; and I will try to make you believe that I am not speaking extravagantly. In the presence of the distinguished librarian of this society—a gentleman whose name is known all over the English-speaking world, among the leaders in his business for the tact and skill which he has brought to administration—I shall certainly speak modestly. I claimed to be an expert, but still speak as an outsider speaks, and not as one personally concerned in the administration of these great institutions. I beg to be understood as speaking as a child of the public, who has fared with other children of the public, when we come to the festival of which I have spoken. My ticket is as good as theirs and no better. In what I am to say, I am glad to be understood as pleading for all sorts and conditions of men. I shall beg you, as I go on, to remember where the leaders of men so often come from. I do not remember that you found Jenny Lind in the court circles of Sweden. I know you found Ben

Franklin in a tallow-chandler's shop. I think Abraham Lincoln had never been sent to a gilt-edged academy, and never graduated at a college of a thousand generations. I am speaking in a nation where every soldier carries a marshal's baton in his knapsack, and it is so speaking that I am taking it for granted that this city of St. Louis, which has so well forecast the future in a hundred enterprises, highly resolves to-night that in the future, in this business of books, the ration of the private who is tramping on foot with his musket on his shoulder shall be the same ration which the Secretary of War is to digest to-night, or the commander in chief of the great Army. It is two hundred and fifty years since the real people of this country highly resolved that every child born into it should be taught to read and write, and should share at the common charge in the effort for education, which other countries had made only for their priests and their rulers. It is two centuries and a half since such people as there were in this country highly resolved that for them, and with us and with our children, church and state should be ruled by the people of America. When they resolved this they meant that all America should be what we now call a school for the training of soldiers; that all America should be as a divinity school for the training of priests, so that every man might be his own priest, and hold his own personal relation to God; that all America should be a school for the education of sons and daughters of the King, so that the meanest brat born in the meanest hovel might be able to read the Word of Life, or the law of life, as well as the child shaded under purple curtains in the palace of an emperor. True, when the fathers made this high decision they did not anticipate to-day. There had not been so many words printed in the world when the United States was founded as were printed in America yesterday, either in the form of journals or of separate volumes. The fathers who founded universal education, therefore, did not in the same statutes establish universal public libraries. But, if they could have forecast the future of type and stereotype and power presses, the future of to-day, they would have founded public libraries for everybody. And we, who are in that future—we who know what a book is, and how many books there are—we have no idea of limiting any son of God or daughter of God to the 5, 10, or 50 books which he can bring together in his own home. We have learned the great lesson that books are the universal property of the world, and that the light which is lighted is to be put upon a candlestick; it is not to be shut up under any bushel.

We, who are not ashamed of the name of nationalists, do not expect the great victories of cooperation in life to be wrought in one hour, in one year, or in one century. We observe, however, that they have been won already—in a steady evolution. We see with gratitude that this nation has from the beginning been ready to strengthen the hands of its Government whenever and wherever the Government acted for each and for all in the establishment of popular education. Thus the fathers determined that one child should have the same chance as another child. Gradually, in the establishment of their armies, they determined that every man must bear a gun, and that not the one military class, but the whole nation must serve the state. It followed, when they came to questions of suffrage, that they gave the suffrage to every man who had carried the firelock and had risked his life for his country. So when, in any city, one wanted to fulfill the Saviour's demand, and give the cup of cold water to the brother who was in need, the people of the American cities, as by instinct, saw that this water must be cold water, that it must be pure water, that it must be God's water, not defiled by human filth or iniquity. And, without asking under what power they did this, the great cities, as by one step, marched forward, so that the beggar might wash in water as pure as that which flowed for the baths of a palace. The American law is that, if the necessity is a necessity for each child of God, and is the same for each child of God, to each child of God it shall be given, at the public charge.

That child may be blind; still the state will see that he is taught to read. He may be deaf; still the state devises the method by which he shall be taught to hear. Poor thing, he may be deaf and dumb and blind; still the state folds him in her arms, soothes him on her bosom, and you find that by some magic or miracle she has taught him how to speak, how to remember, how to think, and how to live. In such determination that the meanest and the worst shall be nursed and cherished as the noblest and the best, the state does not know the meaning of the word "extravagance."

Now, even in what I have said, you have observed, you could not but observe, that the very words which we use are all tangled in with our thoughts of what a free public library can do, and what this library is going to do for the people who will use it. Thus, when we speak of "light" to-day, why, we hardly know whether we speak of the light which comes from one of Mr. Edison's incandescent burners, or whether we speak of the light which comes to a man as he reads from his New Testament, as he commits one of Tennyson's poems to memory, or as he follows along on the words of stimulus and suggestion which George Eliot has written down for him, or William Thackeray, or any other mistress of life, or master. It is all light, and it shines for all. It is interesting, indeed, to see how, in the common talk and common

thought of people, they have even come round to feel that the use of these intellectual facilities presupposes moral excellence and spiritual refinement. We carry it farther than we ought to carry it. When we say of one of our neighbor's boys that he is a nuisance to the neighborhood, he is all the time in the street, we say of his brother, "There is a good boy; he always has his book and is sitting by the fireside reading." We really think that reading is virtue. This is because we have found out that in the training of the memory there comes in the training of the moral sense, and in the long run we find ourselves more willing to trust the Watt, the Franklin, the Edison, the Lincoln, who have spent their time in diligent reading, than those who have not concentrated thought, attention, memory, imagination, or any of the faculties of the mind; those who have let them go wild, and perhaps result in nothing.

And we are sure that where street arabs, or dreaming ladies, or men of affairs are lured into the crypts of our libraries we are going to have a suffrage more pure, administration more strong, finance more simple. We know that, as fast and as far as we tempt them by our devices to eat wisely and well of the true tree of knowledge, they will eat of the fruit of the tree which is the good tree. The tree best named, the tree of life eternal!

There are some conditions of life which we take as things of course; we see them always and we are not grateful for them. They do not surprise us. Here am I! I could stand on one of your great bridges and look hour for hour on your great river as it flows by St. Louis. And perhaps there is not a man in this audience who could stand by my side there without being bored to death.

You are used to your river. To me, the miracle is wholly new. Now, just as you take the flow of your river, so does the average American, who knows what America is, take the happy, healthful flow of universal education. We take it for granted that a man can read. If he can not read he may go and perish. "Served him right," is the verdict of the coroner. "Look out for the engine"—that is the warning to the traveler in all our wildernesses, or whatever they may be called and whatever the name of the engine. The warning is printed in large letters for him to read it. Vain for him to say, when he picks up the pieces of his carriage, when he collects one or two buckles of the harness, after the catastrophe which is only not fatal—vain for him to say that the letters above his head were unintelligible to him. "Whose fault is it that he can not read?" "It is no fault of ours," we say; "and he will know better another time."

To learn the value of your river here you need to be on the top of a waterless ranch in Montana, with your dumb sheep or oxen gathering around you, begging you with their plaintive eyes to give them a drop of cold water to cool their tongues. To know the value of universal education, you need to travel in some country, where not one man in ten knows A from Z, or whether the letters "b-o" spell "cat" or spell "mouse."

In Spain, which is like America, in that it is a country of gentlemen, I have said to a railway porter in his own language, "Chevalier, might I trouble you to take that valise across the street to the hotel," to have the good fellow answer me as courteously, "Chevalier, I will take the valise with the greatest pleasure so soon as the chevalier yonder, who can read, will come and read to all fifteen of us the directions on the luggage."

Till we have had some such experience, you and I do not know what it is to wait at a ticket window for a clerk to be called who can go through that mystic process which shall show how much four tickets will cost when all the company knows that 43 cents is the price of one. Our machine of life here runs on so steadily with our system of universal education that we do not stop to think how it would groan and falter if we had failed to oil the wheels.

Shall we, however, set this great engine to running, and then give it nothing to do? Shall we teach every man, woman, and child in the nation to read, and then give them nothing but baggage tags and danger signals for their reading? Is my boy to be initiated into the mystery of numbers, is he to get an idea of those intricate mysteries of algebra and geometry and what grew from them, and then is he to be satisfied with calculating that 4 times 43 is 172? Are we to train dragoons, skirmishers, riflemen, and light infantry, and then shut them all up in a fortress and tell them that their duty is to police the parade grounds of the garrison? These are the questions to which America has now come. These are the questions which Mr. Crunden and these gentlemen who have called us here are asking you to-night. It is not enough that the boys and the girls, the men and the women of the nation should read the placards in the streets, whether they advertise tragedies or comedies, mustard or pepper. It is not enough that they should be satisfied with anything ephemeral, and even the daily newspaper, in its pride, has to acknowledge that it is nothing more. The time has come; nay, it came long ago, when man, woman, and child had a right to claim the best for reading. Theirs shall be the gate to all past history, unlocked and thrown open. Theirs shall be the other gate, to yesterday's research and discovery, thrown wide open as well. We ought to open to them the path through the garden in which the poets shall sing for them, in which Shake-

speare shall portray for them men and women like themselves, in which Dante shall lead them through hell itself to purgatory and to heaven. Has any man found a philosophy which tells him how to live? Let it be theirs! Has any Columbus or Da Gama crossed oceans or deserts? For them has he tried that adventure! Has any son of God spoken words which bring the Father nearer to His children? These are not gifts for any upper ten thousand of the world. These are not like diamonds and rubies, to be locked up in caskets or store chambers for the unhappy people who are imprisoned in palaces. They are the infinite bounty of God for all sorts and conditions of men—as the rain descends upon the evil and the good; as the sunshine blazes for the just and for the unjust. That the dew may thus distill in the darkest corner and on the dryest soil, we establish and maintain our free public library.

All that I have said is absolutely commonplace. For that reason I said it. For I am now to rush in, as fools will you know, where even angels might fear to tread. I am to say now what only a stranger can say on an occasion like this and be excusable. You will please remember, then, that I am wholly a stranger to your councils. Since I arrived here only yesterday, I may say I have taken pains not to inquire about your work in the past, or your plans in the future. But on general principles, I can guess that Mr. Crunden on one hand has some plans of extravagant audacity, and that on the other hand he has some reserves which the public and even his friends can not account for, and which they say belong to the superstitions of his profession.

On the other hand, I can take it for granted without being told that in the board of trustees there are reverses and delays which the whole press of St. Louis ridicules, and yet that there are some audacious extravagancies lying latent which strike Mr. Crunden aghast when they are whispered to him. Of all this I know nothing, but that where bodies of honorable, intelligent, and courageous men are intrusted with a great public enterprise it must be so. I have repeated my commonplaces and compelled you to hear them, that here and now, on the birthday of this library, I may say one thing to everybody. It is the same thing to some errand boy or runner who shall carry a straw's weight of the responsibility of this library as to the gentlemen yonder who are going to draw up their wills before they sleep to-night, and leave to this library the legacy of their fortunes. The great truth is this: *Books are made to read.*

> I give it to you as a motto to be printed in gold
> On the main frieze of your largest hold.

They are not made to be locked up in bookcases.

The greatest credit to a library is its ability to report at the end of the year that a large number of its books have been worn out in clear and honest service. The Pharisees thought that man was made for the Sabbath, but the Savior taught them that the Sabbath was made for men. So there are Pharisees who think that books were made to be kept on shelves, but the truth is that shelves and cases and alcoves and corridors and stacks and catalogues and runners and desk clerks and assistants and librarians and trustees all exist so that books may be put into the hands of readers. The sooner a book is worn out the better, so that it be carefully handled and honestly used.

I do not say that the book must be taken outside the library walls. That depends. You are doing a good thing for students when you train them as the British Museum trains them, that they must study where the books are. If one hundred men can consult a volume in one day, as in their almost matchless reading room, that book may do a hundred times as much good in a day as if it had been carried home by a student. This is mere matter of detail. But I repeat the words. I care not how often, so I can fix them upon the memory of anybody who is responsible. "Books are made to read! Books are made to read! Books are made to read! They have no other purpose or object under heaven!"

"Of course they are!" says everybody in this audience, and half the audience add the thought which they are too civil to express, "What a fool the man is, to come all the way from Boston to tell us that! Or what fools the trustees were to invite him!" I beg your pardon. I have in other times been bullying a board of trustees who held that Pharisee doctrine. And one of them said to me, "Why! Mr. Hale, we hold this property in trust; we have receipted for it; we are like bankers whose stockholders have paid them $1,000,000 in gold for their capital." And was I not delighted when he gave me the simile; I hardly gave him time to finish his sentence. "Where would your bank be," I cried, "if you had not lent that capital? Where would your stockholders be if you had tied their shekels up in napkins or, like that man in the other parable, if you had buried them under ground?" And then I read him a lesson, which I trust in God he has not forgotten, how the soul of man is worth more than gold and silver. By so much should he be more eager that these precious ingots which we have inherited from the mining and minting of all time should be freely sent and invested where their value is best known. When they return from

one errand of beneficence, at the instant, if we can, we must send them out upon another. With what pride, indeed! with what heavenly glow of satisfaction, might librarian or custodian hold up before us to-night some tattered and tear-marked volume, the gift to us of prophet or of sage, and say, "This ragged book has comforted ten thousand mourners! I dare not tell you of the tears which it has consecrated. No man can speak to you of the blessings which from that volume have been set flowing over the deserts of the world." It would be sacrilege to compare that glow of satisfaction with the vanity of the collector when he unlocks his safe and with dainty fingers hands to you the morocco and the paper which his particular agent, having carte blanche to draw from, bid in at the Apthorp sale.

Books are made to read! They serve no other use under heaven.

Do we indeed prize them as the marvels which they are? You and I go to a long-distance telephone; we listen, it may be, to a sweetheart's whisper, it may be a brother's laugh; we catch the very accent. We recognize the tone, its humor, or its pathos. Well may we wonder; well may we thank God that we live in this day. She was with me in this little office; space was annihilated! Yes, and what is that marvel to the more familiar marvel! Mr. Crunden gives me this printed volume and I am sitting with Homer on the heights of Chios, and without a sound he whispers to me of the rage of Achilles or the tears of Andromache. Or I lie on the bank of anemones in Sharon, and David tells me how the heavens declare the glory of God and the firmament showeth his handiwork. Let me enter Mr. Crunden's halls, and for me there is no space, there is no time!

If we highly resolve that for this generation, and the generations which follow, reading of the best books shall be the luxury and blessing of all sorts and conditions of men, the effort, the study, and the prayer which have combined to make this birthday of our library possible are answered and rewarded. If we know that books are made to read; if we highly resolve, as we love God and hope for heaven, that all men and women shall one day come to read them, why, the future is sure! The details will determine themselves. And each new invention of Mr. Crunden, each new victory of your trustees, will bud and blossom in a hundred more. Of these I dare not prophesy. In the legends of that fabled city of Sybaris, it is said that there were no locks on the library doors; they could always be opened; and the reading room was open from midnight to midnight, from New Year to New Year, from century to century. Mr. Crunden knows, your trustees know, whether such matchless success be possible in St. Louis.

I am sure of this, because you people here are practical. I am sure no holiday will be too good for men to read in. In my own dear city, alas, we open the library for every day in the year when the people are at work, but we shut it in their faces on their few days of leisure. We let them read on Sunday, but not on their days of independence, fasting, or thanksgiving. I can not think you will imitate us. My parting wish for you shall be, that from the beginning you shall know that no day is too good a day to read of God's Word or His works; that no festival is so sacred to independence but men may reap of the triumphs of the fathers; that no holiday of thanksgiving can be better spent than in praising God for the poets and the prophets. Surely it is not too much to ask of this central city, in that nation which is the central nation in the world, which is for our purposes the center of the universe. So fast as the choicest treasures of that universe are collected here you will give the fullest opportunity for each man, woman, and child to enjoy them and to bless you.

We give our child his name on his birthday. He is not only called "Library." He has two names—he is called "Public Library." Not for one is he sent on his road, not for four hundred, not for the upper ten. He is a messenger to the public, to each and to all.

But, as I said, my mission is not one of advice, but of congratulation. When, in 1803, Robert Livingston, in many respects the first statesman, as he was the wisest prophet of his time, bought for $15,000,000 all the country between the Rocky Mountains and the Mississippi, he wrote thus to his prudent and careful master, Jefferson:

"I know that the price paid is enormous. I have said to them that in a century we should not send ten thousand people across the Mississippi River."

Your fathers—nay, some of you—were among the first to disprove that prophecy. Their privilege and yours has been more than most men can boast to show what America is and is to be. Give her an object lesson, gentlemen and ladies, in the central matter, in the central work of education. Establish here the freest and best public library in the world.

NEW JERSEY.

[From the report of State Supt. Addison B. Poland, for 1892-93.]

STATE FUNDS SHOULD BE APPORTIONED ON THE BASIS OF NUMBER OF TEACHERS.

It is clear that some steps should be taken to secure a larger percentage of increase in the teaching force of the State.

I would suggest here that a remedy can be found in adopting a different basis for the distribution of the State appropriation than that of school census, as now prescribed.

For instance, a district having a school population of 45 children or over draws from the State a sum not less than $375. One teacher only is required. Now, an increase, say, of 45 more children in the district will largely increase the amount of State appropriation received.

But no additional teacher is required; hence, the larger the number of children and the smaller the number of teachers the cheaper the cost of maintaining the schools of a district.

Now I beg to recommend that the law be so amended as to make it for the interest of a district having 50 or more pupils attending school to employ an additional teacher.

This can be easily effected by apportioning a part of the school tax on the basis of so much per teacher employed. The State money is now appropriated wholly on the basis of number of children to be taught; how many are actually taught or how they are taught, whether by tens or by hundreds per teacher, makes no difference. This is essentially wrong. The school law needs to be remedied at this vital point.

THE NEW JERSEY SYSTEM OF GRADING RURAL SCHOOLS.

Under the New Jersey school law county superintendents have the power, by and with the approval of trustees, to prescribe a uniform course of study for their respective counties. For this reason, among others, a uniform State system has never been adopted. It has been thought best by my predecessors to leave the matter of grading entirely in the hands of the county and city officers, and to discourage the adoption of a uniform State system, on the ground that a uniform State system for rural schools is no more needed than a uniform State system for city schools. The county superintendent stands, mutato nomine, in the same position as the city superintendent. A careful comparison, then, of the several county systems will show the following to be the essential features of them all:

(*1*) *A course of study consisting of five grades.*—The first four covering all the work usually done in the primary and grammar schools of our best city systems; the last grade, the work of the first two years of the ordinary high school. This course is little more than a general outline of studies. It does not go into details in any subject. In no case does it give more than the proper sequence of topics. It aims also to fix only approximately the time at which the work of any grade may be completed.

This latter is important, since to fix definitely the time for the completion of a grade would be fatal to the system; it would not leave sufficient latitude for the special needs of particular schools. So also a detailed programme would tend to narrow and mechanize the work, as in some cities, where it is the bane of the system.

By creating few grades it becomes possible for both rural and city schools to work together under the same course, since any subclassification may be made within three grades that the local conditions or exigencies of each district or city demand. While thus serving in a measure to unify the schools of a county, this system of grading does not reduce them to the inflexible, cast-iron classification which is so objectionable in many of our city systems.

In my opinion, this happy division of the course into five grades (four below the high school and one high school), each representing about two years' time for the average pupil, is the fundamental and saving feature of the New Jersey system. Eight or nine annual grades, as in the cities, would be impossible in rural schools; a greater number still more impossible. Such a classification would give rise to annual or semiannual promotions, which are entirely out of the question in rural schools. But five grades, on the other hand, with no stated time for completion, break up this system of periodic promotions. Bright pupils not infrequently cover the whole four grades below the high school in six or even four years' time. So, also, a pupil may be at one and the same time in two or even three grades, according to his scholarship and capacity. It will be seen, therefore, that this grading by biennial periods interferes in nowise with the proper classification of pupils; it leaves the door open for all the intermediate grades or classes which local or accidental conditions make desirable or necessary. It is not necessary, for example, to find

two or even three classes doing second-grade work in arithmetic or grammar; this will depend wholly upon the number of pupils in the school, their comparative proficiency, and the time at the teacher's disposal. So far from holding back bright pupils, the chief danger of the New Jersey system has been found to lie in its enabling them to get on too rapidly. To counteract this tendency to complete the course too early, it has been found necessary in nearly every county to adopt a rule that no pupil shall be allowed to graduate under the age of 13 or 14 years. The point to be clearly apprehended is this: That the system of grading under discussion is not for the purpose of reducing to a minimum the number of classes, but for directing and especially for vitalizing the work of a school by the additional incentives that it introduces, as will be seen hereafter. In theory, at least, every pupil is working wherever he can to the best advantage; if otherwise, it is not the result of the system, but of the natural and unavoidable conditions that limit the time of the teacher and consequently the number of recitations she is able to hear. It may be said, however, that the tendency of the system is to reduce somewhat the number of daily recitations common in ungraded schools.

(2) *The second essential feature of this system is that it broadens the work of the county superintendent.*—The success of a school depends largely upon the ability and intelligence of the teacher; the success of any system of grading, whether city or rural, depends also in a great measure upon the superintendent. This does not imply, however, that some systems are not better than others. Some may be run with less friction; some produce better results than others. The graded system under discussion needs just as careful supervision to make it efficient as a city system. Many, if not most, of the evils that attend the closely graded city system also appear in the ungraded rural schools. Thus, for instance, "marking time" will be found in its worst form not in the city, but in the ungraded country schools.

I well remember how the district school teacher of my boyhood days always started the advanced class in arithmetic at common fractions. This enabled us to get on to percentage, say, at the end of the term. At the beginning of the next term it was the same old story—"The first class in arithmetic will begin at common fractions." But in rural schools this evil of "marking time" is not due, as in the city systems, to annual or semiannual grading, but rather to no grading. The tendency of rural schools is always toward too many classes for economy in teaching; of city systems toward too few. There is a point where the two extremes meet. I believe it is found, so far as rural schools are concerned, in the system under discussion. But no system will make careful and intelligent supervision unnecessary. One of the chief advantages claimed for uniform grading is that it compels and encourages the county superintendent to live in the saddle, so to speak; to visit, inspect, and supervise his schools with indefatigable industry and untiring zeal.

(3) *Uniform county examinations.*—It was early found in the history of the New Jersey system that uniform examinations could be made an important and valuable accessory. These are held annually at or near the close of the school year. The questions are made out by the county superintendent. The examinations are conducted in the several schools by the principal or regular class teacher, by whom also the papers are all first examined and marked. The results are tabulated and sent to the county superintendent. In most counties, also, the papers of the three upper grades are submitted to the county superintendent, who is assisted in reviewing them by a county board of examiners.

By all who object to stated examinations this feature of the New Jersey system will be regarded as a defect. We must not, however, lose sight of the fact that examinations in rural schools are less frequent than in city schools, and for that reason are looked upon with much greater favor by both pupils and teacher. Properly conducted they are not only a great incentive to pupils, but are anticipated with pleasure. The demoralizing effect of examinations as ordinarily conducted is due to the fact that a pupil's promotion depends thereon. Remove this feature, as may be done under this system, and examinations are no longer a bugbear. A pupil's promotion at the end of any given period will depend, under this system, upon the conditions that prevail when new classes come to be formed. The county examinations will be only one factor of many to determine this result.

It is not improbable, however, that under certain conditions a system of county grading, just as a city system of grading, could be carried on successfully without examinations. Where, for instance, principal, teacher, and pupils are doing the best they can, the spur of an examination is not necessary. But it is not true, in my opinion, that examinations are always and necessarily an evil. They have their proper place in the school system; not their use but their abuse is to be deplored; they can be made so comprehensive as to render cramming impossible; they may be so carefully and discreetly conducted as to reduce deception and fraud to the barest minimum.

(4) *Permanent and systematic records are indispensable to this system.*—One of the most common defects to be noticed in ungraded schools is the lack of permanent records. The frequent change of teachers in rural schools makes them especially

necessary and desirable. Without them a new teacher, usually a novice, is compelled to make a reclassification of the school. The result is a woeful loss of time, both for those who are imprudently set back in their studies and compelled for the second or third time to go over the same ground, and for those also who are quite as unfortunately pushed into water beyond their depth and left to flounder as best they may. A properly graded system will make necessary two sets of records—one, the class records of each school, showing its peculiar classification and the proficiency of each of its pupils; the other, the county records, which certify the results of the official inspection and examinations made by its superintendent. The former will enable a new teacher to organize her school with ease and dispatch; the latter will enable her to compare her school with others of the same class in a town or county, and will serve also as a general guide for framing a suitable programme. Promotions, as a general rule, will be made upon the local class records; the official county records will enable pupils removing to other districts in the county to be more readily classified.

(5) *Certificates for each grade and a final diploma.*—Pupils who complete any grade receive a certificate bearing the signature of the county superintendent, district clerk, principal, or teacher. Those who complete the four grades below the high school receive a diploma; the fifth or high school grade a special diploma. I need not say that these certificates are highly prized in rural districts. To the child who at the age of 7 or 8 years receives his first certificate it is the greatest experience of his life. Nor does the desire to gain these paper honors grow less until the age of 14 or 15, the last in the series to be secured. Some moralists will doubtless decry the practice that supplies to the children and youth motives so base. But are we not all of us chasing madly after some supposed good, as useless and ephemeral when we get it as the paper on which the child's certificate is written? It is the present or immediate and not the remote good that appeals to the child of interest. Time may come when these farmer boys will "Seek honor, e'en at the cannon's mouth," but now the height and breadth of their ambition is a roll of parchment. Who shall say which is the more laudable ambition, this or that? But, moralizing aside, the influence of the county certificate on the rural schools is an incentive to effort which can hardly be overestimated.

(6) *Recognition of diplomas by higher institutions.*—All graduates of the county graded course are admitted to the State normal school and to many city high schools without a reexamination. So, also, several colleges accept these county examinations in lieu of their own in the same subjects. This is an advantage not to be lightly estimated.

Such, then, in brief, are the essential features of the New Jersey system of grading rural schools. A few words now as to the general working of that system. It was devised to correct certain evils and to secure certain definite ends. It should be judged, therefore, by its specific results.

The principal evils which it aimed to reach and correct are the following:

(1) *The short period of school attendance.*—The entire school attendance of most children in the large cities does not exceed upon the average three to four years. In rural districts pupils attend through a longer period of years, but for fewer months in a year and with frequent lapses of one or more terms. The cause of this short period of school attendance is not infrequently the actual need of the child's labor at home; but quite as often it is due to an indifference on the part of the pupil himself. The value of an education is not realized by him. The end is too remote. Some more immediate end, such as securing a county diploma, is a more powerful incentive. Take a single county. For instance, in Atlantic County, prior to the introduction of a graded system fifteen years ago, not one person pursued advanced studies where twenty or more are doing so now. So, also, of matriculants at the normal school and colleges; the number has increased at least twenty times in the same period.

(2) *Irregularity of attendance.*—This is due to many causes, such as sickness, bad roads, need for pupils' work at home, etc. Experience has abundantly proved, however, that the principal cause of irregular attendance is lack of interest on the part of pupils. When deeply interested in the school nothing but absolute necessity will keep them away. The county grading, with its system of examinations, certificates, and diplomas, furnishes the necessary incentive to keep pupils in school.

(3) *Untrained and inexperienced teachers.*—The small salaries paid in most rural districts compel the employment of untrained and inexperienced teachers. They need every help that can be devised. It is impossible for the county superintendent, owing to the extent of his district, to visit and advise with great frequency; hence, reliance must be had upon some general directions. These are furnished by the course of study and the regulations that govern it.

(4) *Frequent change of teachers.*—The average term of service of the country district teacher is less than two years; just time enough to undo the work of a predecessor, and not enough to establish a new régime. Hence, chaos is likely to prevail without the guidance and help afforded by some uniform system of grading. Grant that the

most important need is the personal supervision of an intelligent and enthusiastic superintendent. In lieu of such supervision the county graded system is a necessity; with it, an additional help.

(5) *Large number of classes.*—This must always be an obstacle in the way of improvement of rural schools. It is the opposite extreme to the city system, where, by reason of a large number of pupils and the employment of a greater number of teachers, advantage can be taken of the economic principle of "division of labor." There is a compensation, however, even in a large number of classes; individual work, so rare in cities, is made obligatory. Pupils are necessarily thrown upon their own resources. Hence, the two principal evils attendant upon the city system of grading, to wit, mechanical routine and "marking time," are less likely to arise. There is a happy mean to be found between too many classes and too few. The system of grading under discussion aims to find it.

(6) *Lack of esprit de corps.*—The preceding conditions that I have mentioned, tend, without some corrective, to reduce the esprit de corps of the rural schools to the lowest ebb. There is little in the ungraded school to fire the ambition or excite the love of the average boy or girl. True, history affords many examples of illustrious men and women who have flourished upon such a soil. But history fails to record the achievements of that far greater number whose buds of promise never opened in that ofttimes cheerless atmosphere. Next to the intelligent, enthusiastic, skillful teacher, the system of county grading, with its awards and diplomas, will be found the most effective stimulus to arouse and foster a love for school.

In conclusion, it may be said that the conditions prevailing in rural districts are so unlike the conditions that prevail in cities that any a priori judgment, based on a knowledge merely of city needs, must be carefully scrutinized. The contention of Dr. Harris, that the greatest need of all schools, city or rural, is a frequent reclassification, in order that all pupils may at all times find their normal level in the school curriculum, is not traversed by this paper. On the contrary, this need of frequent readjustment of classes is admitted. It is claimed, however, that the New Jersey system of grading rural schools makes this frequent reclassification possible, while affording certain additional advantages, such as comparative standard, proximate uniformity, and stimulus, so essential to intelligent organization, profitable instruction, and effective supervision.

MANUAL TRAINING.

Under an act of the legislature passed in 1881, and under another act passed in 1885, the State may appropriate, in any one year, any sum not exceeding $5,000 to introduce and to maintain manual training in any school district of the State raising by donation or taxation an equal amount. It might naturally be expected that so liberal a State subsidy would tend to increase rapidly the number of manual training schools. The fact that no large and immediate increase has taken place is due to the general belief that manual training is still to some extent a matter of experiment; that its adaptation to existing courses of study is not yet complete; that it is wiser to await the outcome of its trial where already introduced than to undertake its introduction and maintenance without sufficient knowledge. Moreover, no effort has been made by the State department to hasten its introduction. On the other hand, it has been thought wiser, safer, and more economical to strengthen the existing schools by exacting better and more extended work; to carry on the necessary labor of adaptation and coordination in a few schools only until the experimental stage is over than to encourage the broadcast introduction of a form of education the limitations and value of which have not yet been fully determined.

Attention is called to the detailed reports of the several schools which have undertaken to carry on manual training, for an opinion of its merits and successful operation to date.

To summarize briefly these reports, it may be said:

(1) That without exception all the schools referred to report favorably.

(2) That so far from abridging the time devoted to this species of instruction, all, without exception, are disposed to extend it.

(3) That wherever taught by capable and competent instructors the manual training studies are very popular with girls and boys alike.

As the result of my personal observation and experience I incline to the belief that all of the following results flow naturally from manual training when rightly taught:

(1) A greater interest in school, especially on the part of boys approaching the high-school age. The desire to do something with the hands, to engage in some form of labor such as they witness adults engaged in, to become men in the sense of being able to perform acts that look toward gaining a living; these and other considerations of a similar nature seem to give school life a more real and attractive character to boys at an age when book study is becoming irksome.

(2) Growing out of this changed attitude toward school life and its duties there arises, by operation of the law of transference of interest, a greater liking for the ordinary literary studies of the school.

If this, indeed, were the only gain by incorporating manual training into the school curriculum it would be a sufficient consideration for the expenditure of time and money.

(3) Lastly, the training acquired by a judicious course of manual instruction in a well-ordered school and under competent instructors is, per se, of great intrinsic value.

Drawing, for instance, lies at the foundation of all the industrial arts. It is the prime study of the manual training school. Its admitted failure heretofore, in the elementary schools especially, to produce any wholesome and valuable results has been due largely to the abstract character of the instruction given. Taught in relation to and in connection with the industrial arts it becomes vivified, and affords to the pupil a sense of gratification while giving him a valuable knowledge and power.

I am disposed to believe that carving and wood joinery are most valuable forms of manual training in the upper grades of grammer schools, first, because especially enjoyable to the pupils, and, second, because the results obtained are exact as well as obvious.

The knife and the saw, for instance, cut to an exact line. Precision as well as facility is acquired. Accuracy of eye and nicety of touch are cultivated. All these powers appeal to the self-satisfaction of the pupil; he can measure his own progress; his ideal is attainable; he knows when he reaches it.

The satisfaction of having made an original demonstration in geometry or a correct translation in Latin is by no means so intense as that of having made a wooden box with accurate measurements and perfect joints.

As a proof of this, observe the lad who on the same day has done both. Which does he exhibit to his instructor, fellow-pupils, or parents with the greatest show of delight? I grant that the demonstration in geometry exhibits a higher reach of trained faculty than is required to make a box of wood; it is not intended to disparage the demonstration; it is intended merely to call attention to the moral and spiritual elevation or, still better, exaltation that arises from the sense of honorable achievement.

Our schools are doing their best work when arousing such laudable feelings of a higher self-appraisement. Scholarship is one of the ends of the people's schools, but not the only one; for usefulness in its highest sense, i. e., the ability to secure for one's self and for others all that life is worth living for, falls not a whit below scholarship as an appropriate end for school instruction. The boy or girl imbued with the feeling of capacity for usefulness in the simple activities of life will become a better citizen than the boy or girl who is taught to look for honorable distinction only in the attainment of encyclopedic book knowledge. The simple arts of sewing, cooking, and other handicraft are real elements of intellectual as well as of economic education.

Indirectly upon the moral life they are no less valuable than direct formal instruction in duty to one's self and society.

It is my conviction, after much careful observation of the results obtained, that manual training is a legitimate and invaluable addition to the common school curriculum; and this on social, political, and economic grounds. The individual is made happier; society is benefited; the State is made more secure; and the wealth of all is increased by shaping to some extent the instruction of the schools along industrial lines.

The adaptation of manual training to the needs of pupils of the last year's grammar and of the high school age is well advanced. What is best for pupils of a lesser age is not so well ascertained.

It has been the policy of the department to discourage, for the time being, State appropriations to schools not having a high school department; and this for the reason that it is not clear as yet how manual training instruction of a sufficiently specific kind upon which to base an appropriation can be carried on in the lower grades.

Applications for manual training appropriations from several large and important cities and school districts are pending. As soon as the wisdom of its introduction into the school curriculum becomes settled in the minds of the people at large, the rapidity of increase in number of manual training schools in the State will be great.

Below is given the amount of money granted by the State to the several schools receiving an appropriation on account of manual training for the year 1892–93:

Atlantic County:	
Atlantic City	$1,000.00
Bergen County:	
Carlstadt	600.00
Garfield	530.00
Hackensack—	
District No. 31	800.00
District No. 32	900.00
Ridgewood	750.00
Rutherford	500.00
Camden County:	
Camden City	5,000.00
Cumberland County:	
Vineland	1,000.00
Essex County:	
Montclair	1,500.00
Orange	1,800.00
South Orange	750.00
Hudson County:	
Town of Union	618.55
Passaic County:	
Passaic City	600.00
Paterson City	1,000.00

NEW YORK.

[From the report of State Superintendent James F. Crooker, 1894.]

THE ESSENTIAL ELEMENTS OF EDUCATION.

The first duty of the State in educational matters seems to me to be to provide sound, useful instruction to all children within its borders; such instruction as will lay a firm, thorough foundation for any structure of education which time and opportunity may afterwards design.

The majority of school children, about 90 per cent, can not enjoy the advantages of advanced education at the expense of the State, since necessity compels their parents to withdraw them from school about the time they have completed the study of the elementary branches. The elementary schools should therefore be the first and chief solicitude of the State until their needs are supplied and their efficiency in the remotest country district assured. They are conspicuously the schools of the people, the nurseries of future citizens.

I am compelled to dwell particularly on this subject, as it is a regretable fact that teachers and pupils in many instances have shown indifference toward the study of the fundamental branches and unreflecting eagerness to reach the higher studies without due preliminary steps.

It is a serious mistake to regard elementary classes in a school as unworthy of the zealous care of any teacher and the unstinted encouragement of any school board. It is to the thousands of children whose education is necessarily limited to the elementary classes that the State must look in the near future for the mass of its citizens; not to the comparative few who are enabled by more fortunate surroundings to graduate from high schools, academies, and colleges.

To attain success in the public schools and to expend to the best advantage the liberal appropriations made by the State for education it appears to me that there is one only practical course, and that is thoroughness in every branch of instruction. The tendency in many schools is, unfortunately, to attempt too much, without a thought as to doing the most necessary part of the work well. It is chargeable to the misdirected ambition of parents as much, if not more, than to the teacher.

When the programme of studies is increased so as to produce mental congestion, the main object of public instruction is lost. To do a few things in school, and to do them well, is preferable to cramming the tender mind with odds and ends of a multitude of subjects—the merest superficial knowledge, which can never be made practical. But it is unhappily the case that parents too frequently lose sight of this vital principle of education, and are prone to insist upon their children being pushed forward into higher studies before they are well grounded in the essential branches. They take pride in repeating the names of the various studies with which their children are vainly laboring, and disregard the necessity of obtaining a thorough knowledge of the elementary branches which must be brought into the walks of ordinary business life.

The teachers, realizing that their efforts for the concentration of energy upon a few requisite subjects do not meet with proper appreciation, are tempted to abandon the true path of thoroughness in elementary instruction by gratifying the unreflecting vanity of parents and loading their pupils with burdens both grievous and useless. The children are taught to regard elementary studies as beneath their notice, and with the merest smattering of the most essential branches they are rushed into higher readers, geometry, algebra, and other studies. Far better for them that they should be taught to read, spell, write, and cipher well, than to be subjected to such a force-pump process in higher studies without having firm ground under them for such education as will be of most service to them in the ordinary occupations of life.

The result is apparent in many instances of pupils forced into the most ambitious studies, and yet woefully deficient in spelling, and fair, legible penmanship. We have students in grammar schools in scientific branches who can not add up a simple column of figures without making inexcusable blunders, and who can not write a simple business letter without perpetrating gross ungrammatical solecisms. In attempting to do too much we accomplish but little. Bread-winning knowledge is ignored in the attempt to grasp everything. The promise of the common schools is to give a sound education in the most necessary branches.

There is not the slightest argument in favor of making them all-embracing colleges. The State should not, under any circumstances, hold out any encouragement to the multiplication of unnecessary studies by offering a premium or money inducement to forsake the safe, true course of instruction. Cramming for examinations which hold out such inducements is an evil to be deplored, and it can not fail in the end to injure materially the prospects of the common schools.

The vast field of human knowledge can not be adequately gleaned in the few years in which a child can attend school. When the pupil is hurried from one topic to another there can not be any thorough education. The mind, like the body, requires time to digest its food.

A methodless thinker, a pupil, a parrot repeating set lessons without understanding them, a reflector of indistinct impressions, can not be considered as good a scholar as one who has been benefited by the liberality of the State in public instruction. As an eminent educator has said, "The mind must be fed, judiciously fed, not gorged." The first object of a teacher should be to develop the mental faculties of his or her pupils by making them think. The mind can not be awakened or developed otherwise. The number of books which a boy or girl carries to school is no criterion of advancement. The most ignorant person, endowed with wealth, can have a large library, which might as well be at the bookseller's as in his house. Fewer books and more knowledge of what they contain may be relied upon to produce more practical educational effect.

A few clear thoughts, adaptable at any moment and fully presenting a subject, are preferable to a mass of mere words, even if they are supposed to represent higher education. To think well and intelligently on one question, by having acquired the habit of thoroughness in study, is of more use in practical life than to have committed to memory the ideas of others on a score of different things and not be able to apply them.

The thorough mastery of a single educational subject, no matter how humble it may be, is the best of introductions to all other questions. It is the best training of the mind, for it develops the essential faculty of getting to the bottom facts in investigating things. The superficial thinker or observer is the one who does not succeed in life.

Education, so far as its effects upon the well-being of the State are concerned, should be practical and general. It should include the entire mass of the people, not solely or particularly a few favored by fortune. It should aim at the thorough instruction of the many, not the special aggrandizement of the few. The university and the college accommodate but a very small proportion of those who go to school—much less than 1 per cent. They are separate and apart from any general practical system of public instruction. Public funds intended for general educational purposes should be primarily devoted to the elementary schools. The people require elementary education before that which is the province of what are known as the higher institutions. They want their children to read, write, spell, and cipher correctly before they seek diplomas and academic honors. They are more interested in their children being well prepared for the duties of life by a solid ground work of public instruction than in wasting their time over a multitude of studies of an advanced kind, which can not, in a period allotted them for school, be learned with any degree of proficiency.

Potential knowledge consists in knowing a few things well, and not a large number of subjects badly. It includes in its broad scope self-reliance, without which education is of little practical utility.

Strength and vigor of mind are depreciated, if not nullified, by any system of public instruction which causes the pupil to rely entirely upon the arm of another. Such a system is that which looks only to the superstructure of public instruction, to the neglect of the foundation.

OHIO.

[From the report of State School Commissioner O. T. Corson. 1893.]

GRADUATION FROM THE DISTRICT SCHOOLS.

The number of examinations under the "Boxwell" law, providing for graduation from the schools of the subdistricts and special districts, shows a marked increase over 1892, when the first examination under the law took place.

There can be no doubt that this law is having a great effect for good upon the subdistrict schools. A careful examination of the following table will furnish abundant evidence of its rapidly increasing usefulness and popularity:

Year.	Number of applicants.			Number passed.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1892	1,062	1,069	2,131	687	654	1,341
1893	2,070	2,267	4,337	1,149	1,264	2,413

UNIFORM EXAMINATION QUESTIONS—SOME OBJECTIONS STATED.

The law providing for uniform questions for teachers' examinations could not be executed through failure of the legislature to make any appropriation to meet the necessary expense for printing, etc.

The chief reason given for the passage of this law is that in some instances the questions asked by county examiners are of such a narrow, technical character that they can not possibly determine, to any extent, the applicant's knowledge or fitness for teaching, and therefore the questions should be prepared by State authority, and thus made uniform.

To anyone who will give this subject of uniform examinations careful thought some serious difficulties will present themselves. It is true that in several States uniform questions are used with a reasonable degree of satisfaction, but it is also true, as a rule, that in these States the laws have been such in the past as to cause more uniformity in the educational system of the State than is found in Ohio; at least it is true that in our State there is a vast difference in the educational standards of the different counties. In some counties the standard of examination is so high that only those who have thoroughly prepared themselves for the work of teaching can hope to receive certificates; many of these counties are, comparatively speaking, wealthy, and can well afford to pay first-class salaries to first-class teachers for a term of nine or ten months each year. As a result of this condition of affairs, it is very necessary that the questions used by the examiners in these counties shall be of such a nature as to insure the maintenance of this high educational standard.

In other counties, opposite conditions prevail; the educational standard is low; the tax duplicate small; and everything seems to favor low salaries, and as short terms of school as the law will permit. It will be readily seen that questions adapted to the conditions existing in the counties first mentioned will not be suitable at all for other counties with different existing conditions.

Then, all who have given any study to the examination problem will admit that the grading of the answers to the questions is one of the most important elements entering into the success or failure of the examination. So far as this work is concerned, uniform questions furnish no relief. It is difficult to understand how examiners who are charged with being too incompetent and narrow-minded to ask reasonable questions, can be expected to grade intelligently and broadly answers to questions asked by someone else.

Although it will be readily admitted by everyone that some very incompetent persons can be found serving as county examiners, yet it is seriously doubted by many whether uniform questions will remedy to any extent this serious evil.

PENNSYLVANIA.

[From the report of State Supt. N. C. Schaeffer, 1893.]

PERMANENT CERTIFICATES TO COLLEGE GRADUATES.

The law requiring the issue of permanent certificates to college graduates brought to light a state of things truly astonishing. Under the corporation act of 1874 the county courts have been incorporating business colleges, schools of elocution, and other institutions of learning.

Some of these schools have, upon the basis of such charters, been conferring degrees upon students and others of very limited attainments. A lady, for instance, received the degree of B. A., who had read but five books of Cæsar, four books of Virgil, and four orations of Cicero. Arithmetic and penmanship were reported as part of her four collegiate years of study. A letter sent to the department by the head of the institution abbreviates et cetera several times by the use of "ect." instead of etc., and has pedagogical spelled "pedagochical," not to mention other blemishes, indicative of what Ben Johnson calls "small Latin and less Greek." Another institution was leased with its charter, and, although it is said to have less than a dozen students, and a faculty composed of the president and his wife, it has been conferring degrees from B. A. to LL. D. upon persons who are vain and weak enough to wear titles emanating from such sources. The institution even went so far as to confer a doctorate on its own president. Why should not the wife confer a degree upon her husband, and the husband upon his wife, when a state of things is threatened similar to that which was threatened in France, when a minister declared that he would create so many dukes that henceforth it should be no honor to be a duke, but a disgrace not to be a duke. At the present rate there is danger that literary degrees conferred in Pennsylvania shall become the laughing stock of the civilized world.

Under these circumstances, it is not surprising that superintendents and institutions of high grade, whose aim is to do honest and thorough work, entered their protest against the issue of permanent certificates to the graduates of such institutions, under the act of May 10, 1893.

The act was, therefore, referred to the attorney-general for his construction and advice. In an official opinion, dated October 17, 1893, he says that the State superintendent is "not required to grant, without examination, permanent certificates under the act of 1893, except to graduates of colleges 'legally empowered' to confer degrees, and that the general incorporation of a literary institution, under the act of 1874, does not 'legally empower' it with this right."

The only course open to the department, therefore, is to require, as conditions for issuing the permanent certificate, the following:

(1) The applicant must furnish evidence of a good moral character.

(2) The applicant must be twenty-one years of age, and must have taught at least three full annual terms in the public schools of the Commonwealth, after graduation.

(3) The applicant must produce a certificate from the school board or boards, countersigned by the county superintendent of the same county where he or she last taught, showing that the said applicant has been successful as a teacher in the public schools during said term.

(4) His or her course of study, leading to the degree of bachelor of arts (B. A.), master of arts (M. A.), bachelor of science (B. S.), master of science (M. S.), bachelor of philosophy (Ph. B.), must have embraced four collegiate years of study, exclusive of the preparatory work required by our respectable colleges for admission into the freshman class.

(5) The college or university granting the diploma must have been invested with power to confer degrees by an act of the legislature.

GRADUATION IN THE PUBLIC SCHOOLS.

In close connection with the abuse of literary degrees, is the kindred tendency to graduate pupils upon the completion of all sorts of courses, and to give them diplomas in recognition thereof. A bureau has even been organized to furnish questions to school officers, and to bestow certificates that look like diplomas upon those who are willing to pay the fees and to take the examination. The temptation for teachers and superintendents to adopt expedients of this kind lies in the fact that a diploma has its chief value for the undergraduate. It sets up a goal upon which he may fix his eye, toward which he may work with unflinching perseverance, and for the attainment of which he may be willing to remain at school a year or two longer. But, after it ceases to exert its influence as a motive to sustained effort, it is apt to prove a snare and a curse. It often leads the so-called graduate and his parents to believe that his education is complete, and thus puts an end to all further growth and study. Graduating exercises in the grammar grade may cause a pupil to be satisfied with that course, who might, otherwise, aspire to go through the high school and the college. In like manner, the high school and the college may aspire to be finishing schools, instead of pointing the brightest minds to subsequent courses of study and reading. In fact, it may be laid down as a universal proposition, that any institution whose teaching fails to inspire a thirst for further educational advantages, is a dismal failure, and sadly needs a thorough reorganization, as well as the infusion of a different spirit.

FREE TEXT-BOOKS.

In 1892 the number of schools in which text-books were supplied free of cost to the pupils was 2,481. The act of May 18, 1893, makes it obligatory upon school directors and controllers to purchase, out of the school fund of the district, the text-books and other school supplies needed, in addition to those at present in use in the hands of the pupils, or owned by the district. No legislation has, for years, so thoroughly shaken up the entire school system. The competition between the book firms proved a severe test for the integrity of their agents and the directors with whom they were dealing. To their praise, be it said, no scandals or crooked dealings have come to the notice of the department; but, after the orders were placed, many of the publishers could not furnish the books rapidly enough, hence many of the schools were somewhat embarrassed at the opening of the current school year. The beneficent results of the free text-book act are visible in many of the larger towns and cities. So far as has been ascertained, at the present writing, the attendance has greatly increased, especially in the upper grades. The children will no longer be kept from studying certain branches through a lack of the necessary books; nor will the boys be kept out of school as they reach the advanced grades, because the parents are unable to purchase the text-books. The care of the books will inspire respect for public property, while the danger of infection, which some feared from soiled books, has been largely overcome by the use of paper covers, which can be cast aside and replaced by a fresh cover when a book passes into new hands. The system has not failed, except in schools whose teachers lack disciplinary power.

THE FIVE MILLIONS.

The effect of increasing the annual appropriation to five millions is seen in an increase of teachers' salaries, in the lengthening of the school term, and in the erection of better schoolhouses. Marked progress has been made in the erection of school buildings, and in the purchase of libraries and apparatus. Everywhere the idea is gaining ground that the school should be made as pleasant and attractive as the home. The methods of lighting, heating, and ventilating are studied by experts, and the competition between rival companies stimulates men to put their talent and genius into this branch of the work. American school furniture has been vastly improved, and is now the admiration of the civilized world. Nevertheless, school diseases, such as myopia and the overwrought condition of the nervous system, sometimes named "Americanitis," are on the increase, and deserve careful study. This has led to the shortening of the school day to five hours in the graded schools of some cities. Nor can the increased appropriation be said to have produced the effects which ardent friends of the public schools had expected. Reference to the statistical tables shows that the resulting increase in the monthly salary of male teachers was but $1.79, and in that of female teachers only $1.63. The average increase in the length of the school term was but one-third of a month. The total increase in the cost of tuition was $701,779.83, and the decrease in the amount of tax levied for school purposes was $321,795.95. Add to these amounts the increase in the cost of building, purchasing, and renting ($777,591.73), and the increase in the cost of fuel, contingencies, debts, and interest paid ($1,072,277.37), and there remains a balance unaccounted for in the three million increase of the annual appropriation amounting to $126,569.12, which must have accumulated in the treasuries of some of the districts instead of being expended upon the improvement of the schools. Unfortunately, the spirit of progress has not permeated all parts of the Commonwealth. In too many districts the directors have yielded to the temptation to reduce the tax rate to less than a mill, and to run the schools on a cheap plan, by hiring cheap teachers. The statistics on this point are startling, indeed. The total number of college graduates employed in the public schools is 284. The graduates of State normal schools, academies, and seminaries, who teach in the public schools is 7,064. Hence, 17,991 teachers have never enjoyed the advantage of a full course of study beyond the public schools. Some of these, by private study and by partial courses at normal and other schools, have risen to the rank of those holding professional and permanent certificates; but the startling fact remains that over half of the teachers of Pennsylvania (12,975) hold the provisional certificate, and almost a myriad of them (8,979) never had any training outside of the common schools.

The provisional certificate carries on its face the evidence that the holder's qualifications are not up to the standard in all the branches to be taught, and especially not in the theory and practice of teaching. Nor can it be expected that poor human nature shall exemplify all the virtues of the educational decalogue at salaries ranging from $12 to $25 per month. Some future historian will record it as the marvel of the ages that, in the closing decade of the nineteenth century, many parents were willing, in the rich Commonwealth of Pennsylvania, to intrust the education

of their children into the hands of persons whose services were not considered worth the wages of a common day laborer. Indeed, one is sometimes tempted to ask: Do the schools exist for the benefit of the children, or do children come into being that there may be schools and school directors, and employment for teachers? If the later alternative be accepted, it may be right to appoint the daughter of a citizen for the reason that he is a taxpayer, or cripple because he has no other means of earning a livelihood, or a fellow who gets periodically intoxicated because, in this way, his relatives can most easily help him and his to bread; but, if the school exists for the child, then teachers ought to be employed and retained solely upon the basis of merit; that is, upon the basis of fitness for, and skill in, the art of instructing and training the young; and all other interests should be subordinated to the interests of the children, for whose sake schools are established and maintained.

SECONDARY EDUCATION.

The high school course in Pennsylvania is like the letter x in algebra—an unknown quantity, whose value must, in each case, be found in order to be known. Some cities and boroughs strive, with commendable zeal, to realize the true ideal of a high school, viz: A fitting school for those who wish to enter a higher institution, and a finishing school for those who must begin the struggle for bread. Some high schools neglect preparatory studies, but aim to teach branches which are better taught in the colleges, by reason of superior equipment and endowed professorships; and at the end of a three or four years' course their graduates are mortified to find that they can not enter a respectable college anywhere. Other high schools have courses that were evidently arranged by persons not familiar with all grades of school work. Occasionally, one finds a curriculum so ill fitting and illogical, that it must have been shaped to meet the limit qualifications of some ambitious teacher, whose friends needed a pretext to give him the salary of a high school principal. At no distant day, a conference of representatives of our best colleges and secondary schools should agree upon a minimum high school curriculum, leaving room, of course, for local needs and future developments. The legislature could then follow the example of other States in setting apart a share of the annual appropriation for the purpose of fostering and strengthening the high schools which come up to the proposed standard.

THE MASSES.

The great majority of the pupils never reach the secondary schools, still less the colleges and the universities. The education which they receive should fit them to make the most of the life which is before them. It should conduce to their happiness, as well as to their material prosperity. The bearing of reading, writing, and ciphering upon business and social life is well known. The duty of the schools to increase the sources of happiness, by developing a taste for good literature, is not so well understood. Teach a man to read, and you widen his horizon and his aspirations. He sees new phases of life, and longs to realize them for himself and his family. If his reading fixes his eye upon luxuries which can not be purchased with his earnings, he will grow dissatisfied, and the discontent may ripen into strikes and mob violence. The ability to read, instead of producing this result, should increase the sum of human happiness by multiplying the possible sources of enjoyment. The application of steam to the printing press has brought the great dailies within the reach of everybody's purse, and has cheapened the works of standard authors to such an extent that a choice collection of classic authors is possible in every home. He who reads may associate with men of wit and genius, when these are at their best, and may choose his company from the authors of every age and clime. Here the rich man has no vantage ground over the tiller of the soil or the toiler with the hand. More expensive binding the former may have; of the real essence of the book, he can enjoy no more than any other intelligent reader. Indeed, in one respect, the man who eats his bread in the sweat of his brow has the advantage over those engaged in a profession. The lawyer, the physician, the clergyman exhaust their mental energy in professional duties; when evening comes they must seek rest and recreation in physical exertion, in a change of occupation. The laborer, on the other hand, can find rest and an agreeable change at the close of the day in literary pursuits, in the study of art or some branch of science. While our colleges are training a generation that grows wild with delight over football and other athletic sports—that too often talks and thinks of nothing except the heroes and the vicissitudes of the last game—the public schools, by their improved methods of teaching reading, are striving to educate a younger generation of boys and girls, whose taste for good literature and knowledge of good books will bring the future toilers of the land to the front in point of culture, and yield them sources of enjoyment more enduring than the luxuries by which the idle rich now seek to dispel their ennui.

RHODE ISLAND.

[From report of State board of education, 1892-93.]

MANUAL TRAINING AND DRAWING.

Two events have occurred during the year of special significance to the work of education in this State—the completion of the manual training high school by the city of Providence, and the erection of a building for the Rhode Island School of Design. These two institutions stand henceforth for a decided advance in the line of true industrial education and development. This State has been unduly slow to move along these new lines of educational growth, and some of our sister Commonwealths have obtained quite a start in the race for honors along this line.

But with these two institutions in Providence, another of similar character to the manual training school now in process of erection in the city of Newport, and the prospect of similar facilities in other sections of the State, there seems to be no reason why we should not now enter upon a new career of progress. When art and skill join hands under the guidance of a definite purpose, there is nothing unattainable within the limits of human effort. Let the study of drawing be taught in every grade of our schools, from the lowest primary up to the high school, so that every child shall always have at his command the two modes of expression for his ideas—words and pictures; let his eye and hand be thus trained to work for each other; and also let the ordinary curriculum of the schools be supplemented by such means as shall suggest to the pupil that school life is but the preparation for, the open door to, the real life of the world, and a new atmosphere will be created in our schoolrooms, and an impulse will be given to every form of industrial effort in the State. Boys and girls will go out of school into the shop with definite purposes already formed, with both taste and capacity for original work.

At whatever stage in his education the child may leave school, he will have acquired some skill with the hand, ideas of an entirely new nature will have been made familiar to him, and they must influence his whole after life, both his thoughts and his actions. But if he can stay on through the various grades, and finally complete his purely intellectual training in such a school as these new manual training schools, if he has any natural aptitude for these things, he must become thoroughly alive to their every detail and grow to a thorough mastery of them. If to this preparation he can add the benefits conferred by the school of design he can not help becoming a master workman—than whom there is no one more honorable. Here is, indeed, a field of labor most inviting, and as yet but little occupied. Shall we not enter in and possess it?

RHODE ISLAND SCHOOL OF DESIGN.

The annual report from the board of management of the school of design shows an increasing field of activity and usefulness, and commends the school more and more to the fostering care of the State.

Within the year the school has been presented with a beautiful building on Waterman street, between North Main and Benefit streets, through the liberality of one of the citizens of Providence, a leading manufacturer of the State. Through the enlargement of its facilities the school will be able to do far better work than ever before, and also to accommodate much larger numbers.

Already the funds provided for State scholarships have proved wholly inadequate to meet the demand, and there is no doubt but that a much larger sum could be readily and wisely employed for this purpose. One hundred and twenty-three scholarships have been given out—20 for the day classes, 5 for the Saturday class, and the remainder for the evening classes. The applicants for these scholarships, for the most part, come directly from the factories and shops of Providence and vicinity, and they realize their need of just such training that they may be successful in their several lines of labor. There can be no doubt but that every dollar invested by the State in this way will pay a large interest in the added skill and productive power of the pupils. Some addition should certainly be made to the fund for scholarships unless we propose to put a decided check upon a movement among the younger wage earners of our community, which we have labored earnestly to arouse and which we believe is fraught with great benefits to the State if properly trained and developed.

FREE PUBLIC LIBRARIES.

Forty-two libraries are now receiving State aid annually. As a whole there is not much change in the condition of affairs from that of last year. Slight fluctuations in the circulation up and down are to be noticed, but no marked change which demands special attention.

In a very few libraries, however, there have been improvements in circulation which call for a word. These are in the direction of a general increase in circulation, and especially an increase in the proportion of good literature read. In every instance these results have come about, not by chance, but through the wise, intelligent efforts of the librarian, who considered it her task not merely to hand out what wsa called for, but to so guide and direct that she should really determine what should be called for.

There is not much use in piling up great masses of books unless it is proposed to place some one in charge of them who shall know how to make all of their hidden treasures available to the average man and woman, boy and girl. These persons are lost in such a place and need a pilot to steer them through its unknown waters. But in too many cases the librarian knows but little more than the visitor, and it becomes a case of the blind leading the blind.

The permanent librarian, trained for his duties, or constantly studying to perfect himself therein, is the great need of the free public library. Who will champion the cause of the librarian as, next to the teacher, the most important servant of the people, and hence as worthy of his hire, so that for all of these two score we may soon have competent librarians in charge, and the treasures of the libraries brought clearly before the eager gaze of the people? We fully believe, if this arrangement could be made, that our public libraries would take on a new lease of life, and that they would soon sink their roots down so deep into the life of the State that they would draw as unfailing a supply of nourishment as do the public schools.

[From report of Hon. Thomas B. Stockwell, State school commissioner.]

GAIN IN COLLEGE-EDUCATED TEACHERS.

In the education of the teachers there has been quite a gain in those who are college educated. This is partly due to the fact that more and more women with college education are entering into our schools. Already the supply of college-educated women is in excess of the available places in the high schools, and I look before long to see the upper rooms in our grammar schools occupied by college graduates. The more general diffusion of college training will inevitably lead to its laying hold upon a wider range of occupations and positions. The most significant features in the report upon the education of the teachers are the marked falling off in those reported as from high schools, and the more than twice as large increase in the number from normal schools. This shows that mere knowledge is not considered, so much as heretofore, a sufficient qualification for becoming a teacher, but that some special training for the work is required. In this connection I am glad to recognize the contributions made to our teaching corps the past year by normal schools outside of our own State, notably by the Bridgewater, Mass., school, in supplying men for grammar school positions. The demand for this class of persons in this State is so limited that practically men have been driven out of the business, so that for two years or more we have not had in our normal school a single man engaged in the work of preparation for teaching.

METHODS OF INSTRUCTION.

Within a few years quite a fundamental change has taken place in the methods of instruction in many branches. What is now known as the laboratory method of study has quite largely supplanted the text-book method of former years. This is specially true of the natural sciences, but has worked its way into such studies even as history, literature, mathematics. The fundamental principle is that of individual work by the pupil with original materials.

While there have undoubtedly been some, perhaps many, excesses in the manner in which this new method has been pushed, there is as truly much of good in it. For the stronger student it is by far the better course to pursue, and even for the average pupil its advantages outweigh its weaknesses. It brings the student into much closer touch with the real subject of study; he sees it with his own eyes, instead of through those of the writer of the book; and the reality of the truth, whatever its nature may be, appeals to him as it can not possibly do through the pages of a book.

These changed conditions in the actual work of the schoolroom call for a class of teachers of a different character from those who have heretofore been selected. Book knowledge alone is not the main test; there must be an acquaintance to some extent with the sources whence the book knowledge has been derived. The teacher must be able to guide the pupils along the path by which they are to gain for themselves and by themselves the facts whose acquisition is thought to be desirable.

To this end it will be necessary to modify very materially our methods of preparing teachers for their work. For those who are to enter the profession hereafter the normal schools and colleges with their enlarged resources and improved equip-

ments will afford adequate facilities. But what is to be done for those already in the schools, who have never had these opportunities?

The teachers' institute has for many years been recognized as a most valuable factor in the work of improving the qualifications of the teachers, and it has wrought a most excellent work. The time has now come when it must be enlarged into something more than a transient gathering of teachers for the illustration of some new method, the enforcing of some new principle, or the emphasizing of some old truth. The demand of the times is that it shall furnish some systematic and connected series of instruction in certain subjects, so that teachers who now know little or nothing of these topics may be to some extent qualified to teach them; or in case of subjects heretofore familiar may be drilled in the new and better way of presenting them.

SOUTH CAROLINA.

[From report of State Supt. W. D. Mayfield, 1893.]

MORE MONEY NEEDED.

The expense of operating the public schools has increased year by year with the increased attendance, while the increase in the amount of money devoted to public education has been but slight, the most of this increase coming from special taxes raised in towns and cities having graded school systems.

The schools in the towns and cities, in the main, are supplying the needs of the people. This is true because the people have voted an additional tax for the purpose of operating them. As a rule, such is not the case with the country schools, a few of them only having the benefit of an extra tax. These schools are inadequate, many of them inferior, some of them almost worthless, and it is impossible to improve them to any appreciable extent without more money. It is needless to try to shut our eyes to this fact. All efforts of school officers to improve them must continue to be fruitless without more money. There is, perhaps, nothing in the State to be more regretted than the insufficiency of the country schools. The money spent annually in the maintenance of these schools is proportionately small. The amount does not exceed two and a half dollars for each pupil in attendance on them, including the graded schools of the State. The graded schools run about nine months in the year, while the country schools will not average more than three. This is a burning shame and a cruel wrong to the boys and girls of the State who live in the country and are limited principally to the country schools for their education. The legislature has always been liberal in supporting State institutions for higher learning; and I trust I may be excused for calling your attention to the fact, without intending to injure these institutions, that there is spent annually in the support of the four State institutions for higher learning of whites, which have not an aggregate of seven hundred pupils, an amount in the neighborhood of one-half as much as is spent on the education of ninety-odd thousand white children who attend the public schools of the State.

The above facts should appeal to every lover of education, which each of you is supposed to be, with such force as to demand provision for an increase in the public school fund. There are now but three ways provided by law for the raising of money for the public schools. One is by a tax on each poll, which is limited by the constitution of the State to $1 per capita. The statutory law of the State now fixes the liability to this tax on all able-bodied male citizens between the ages of 21 and 50 years. The only way by which an increase from this source can be had is to extend the age to its liability, which should be done. Another is the constitutional tax on property, which can not be less than 2 mills on the dollar and can not be more except by your permission. It is advisable that you empower the county commissioners to levy more than two mills on property, the question having been first submitted to a vote of the qualified electors of a county before the 1st day of April in each year. The third is by what is known as the "act of 1888," which provides for the levying of a special tax on property. This act contains so many requirements which have to be repeated each year that it is practically inoperative. It should be simplified so as to render it easy of execution, and allow a tax when once voted to continue from year to year until the people decide by vote to discontinue it. This is the preferred way through which to increase the fund, provided the law be simplified and the work allowed to stand, when once done, until the people say they want it no longer.

PRIVATE COLLEGES.

Information received shows that the private colleges in the State, male and female, have begun the new year most auspiciously. Fears existed that the financial depression, and the losses occasioned by recent severe storms, would operate against them.

Their openings, however, show this not to have been the case, many of them having more pupils than ever before, and the prospects of all seem to be good. In fact, a new female college (Chicora), under the auspices of the Presbyterian denomination, has been established in the city of Greenville during the summer. The people of the entire State feel a just pride in these institutions, and it is gratifying to note that they are meeting with merited success. Considering the size and population of our State, there are few, if any, States in the Union which surpass us in the number and character of our colleges. We have for the education of white males three institutions supported by the State—the South Carolina College, South Carolina Military Academy, and Clemson Agricultural and Mechanical College; and several institutions supported by private means—Wofford College, Furman University, Patrick's Military Institute, Erskine College, Newberry College, Charleston College, and Porter Academy. For the education of white females we have one State institution—the South Carolina Industrial and Winthrop Normal College; and supported by private means is Converse College, Greenville Female College, Chicora Female College, Williamston Female College, Due West Female College, Columbia Female College, South Carolina College for Women, Sumter Institute, Limestone Institute, Charleston Female Seminary, and Union Seminary.

SOUTH CAROLINA COLLEGE.

Your attention is called to the special report of the president of the South Carolina College to this department given in this report.

The college buildings have been thoroughly repaired and repainted. They are in better condition now than they have been in many years. The work done on them has been substantial and will last for years to come. The grounds have been put in thorough order, and really the campus "is a thing of beauty."

You can judge the future prospects of this college as well as I can. The number of pupils in attendance on it last year was small, and this year it is smaller, if I am correctly informed. The faculty is strong and able, and the work done is above criticism. In fact there is nothing lacking to make it a first-class college except students.

The State has made no provision for normal instruction for males. There is sufficient room here to accommodate such as desire to take the regular college course, judging from present prospects, and still leave room enough for a normal college for males. This is advisable if the college is to be filled. Something should be done to bring it pupils to justify its continuation at so great a cost to the State.

Spartanburg County had this year 13,479 pupils in attendance on her public schools, and spent on their education much less money than was spent on the education of the few pupils who attended this college during the year. A normal college for males, with scholarships, would greatly increase the attendance. With the same amount now appropriated to the college a normal college could be organized and operated with quite a number of such scholarships.

TENNESSEE.

[From report of President Charles W. Dabney, jr.]

ADMISSION OF WOMEN TO THE STATE UNIVERSITY.

On the 5th of June, 1893, the board of trustees of the State University adopted the following declaration and regulations:

"The University of Tennessee declares its intention hereafter to admit women of the full age of 17 years to all the benefits and privileges of this institution; but for their safety and proper protection they will be subject to the following regulations, viz:

"(1) They will have no dormitory or domicile on the university grounds, except in the families of the faculty.

"(2) They will not board or lodge in any family in which male students board or lodge at the same time, and then only in families approved in writing by the faculty, or their own parents or legal guardians.

"(3) The sum of $300 is hereby appropriated for repairs and improvements upon the Janney Building, on the university grounds, which is set apart temporarily for their use as reception rooms whilst awaiting their recitations.

"(4) The faculty is charged with the utmost diligence in the observance of these regulations, and such others as may be adopted by them, under the supervision of the board; and those who accept the benefits of this school thereby pledge themselves to dutiful acquiescence in the same."

This action was promptly published to the people of the State, and all the examiners and accredited schools were duly notified. The result was that 48 young women were admitted in the regular way to the departments at Knoxville.

The young women who have entered are well prepared and are doing admirable work. They were admitted on the same terms precisely as men—that is, upon examination, high-school certificates, or certificates from other reputable colleges and seminaries. They were all carefully examined, as the men are, with regard to their past school record and purposes in going to college, and only those who were thought to be well prepared, and were supposed to have the proper age, were admitted.

The women take one of the regular courses hitherto provided for men. Not a single class was changed, nor a new one started, for their special benefit. They wanted the benefit of the facilities for higher education and scientific training previously provided at the university, and we simply admitted them to what we had. They are required to take a full quota of work (fifteen hours a week), unless physically disqualified or especially exempted by the faculty, and all women wanting only special classes, like literature, French, etc., were thus excluded. The university offers as yet no instruction in music, art (other than free-hand and industrial drawing), or any of the other so-called "accomplishments." Two competent persons were licensed to teach music at the university privately and outside of class hours; but the institution has nothing further to do with this instruction, and it has not affected the situation one way or the other. Everything was thus done to discourage that class of young women who merely wanted to be polished or "finished," from entering the institution; but everything reasonable was done to encourage women who wanted a thorough, liberal education, training in some specialty, or education for some profession. The majority of the women are seeking a liberal education or training in some specialty, either literary or scientific. Some are preparing themselves thoroughly for the profession of the teacher.

FREE TUITION FOR STUDENTS.

The board of trustees have also passed the following resolutions relating to the free admission of students:

"*Be it resolved by the board of trustees of the University of Tennessee,* That all students who shall have completed the prescribed course of study in any State secondary school, town or city high school, high school department, private school, academy or college in this State, whose course of study shall have been approved by the president and faculty of the university, as provided in the regulations for accredited schools, shall be admitted, upon a certificate or diploma from the said school, to the lowest class of the said college, and receive free tuition.

"2. That it shall be the duty of the faculty of the university, during the months of May, June, July, or August, of each year, to hold, or cause to be held at convenient points throughout the State, examinations, for the purpose of giving opportunity to such persons as are not provided for in the foregoing paragraph to become students, with free tuition, in the university."

VIRGINIA.

RICHMOND COLLEGE, RICHMOND, VA.

By C. H. Ryland, D. D., *Secretary.*

Richmond College belongs to that great family of American schools for higher education founded by the various religious denominations. In common with them it owes its origin and existence to the desire for a better educated ministry. The realm of its work is well defined by the charter which requires "that there be at or near the city of Richmond a seminary of learning for the instruction of youth in the various branches of science and literature."

ITS ORIGIN.

The movement out of which the college grew originated in Richmond City on the 8th day of June, 1830. During a meeting of the general association of the Baptist denomination of the State a society was formed called the Virginia Baptist Education Society, which at once began its work by aiding young men in private schools, conducted by Revs. Eli Ball and Edward Baptist. Two years later the society bought a farm near the city and opened the Virginia Baptist Seminary under the presidency of Rev. Robert Ryland, a graduate of Columbian College, Washington, D. C. The property was held by the society through trustees. The course of study embraced arithmetic, geography, grammar, algebra, geometry, natural and moral science, Latin, Greek, with theology as an optional study. The manual labor feature was engrafted upon the school, but was soon abandoned. In 1834 the farm was sold and the seminary moved to the present eligible and beautiful site of the college just within the western boundary of the city. Here the seminary continued its work until succeeded by Richmond College, which was chartered by the legislature of the State on the 4th day of March, 1840. The teaching force of the seminary through these years consisted of the president and two assistants. The course broadened as the years went by, and the number of students steadily increased. The first class to complete the course went out in 1836, and consisted of four young men, all of whom became prominent ministers of the gospel. The same year three of its best equipped undergraduates were discharged to become missionaries in China, Siam, and Africa.

RICHMOND COLLEGE.

The date of the college charter and its provisions as to subjects to be taught have been given. The desire to advance the seminary into an incorporated institution arose from the wish to give greater permanence and security to the enterprise that had been so successfully cradled, as well as to enlarge and give greater dignity to its work. In due time the transfer of property and all franchises was made by the education society, under certain conditions, to the college authorities, and the subsequent honorable career of the growing institution began. When the seminary closed its work it had 3 teachers, 68 students, and valuable property.

In organizing the college the trustees retained Dr. Ryland at its head, but in a short time a fuller corps of teachers were associated with him; the standards of admission and of graduation were raised and classes formed for the B. A. degree.



PROFESSORS RESIDENCES. STUDENTS' COTTAGE. GYMNASIUM. LIBRARY. MAIN BUILDING.

RICHMOND COLLEGE.

The first class was graduated in 1849, and the same year the fetters of traditional methods were broken, and the curriculum abandoned for a system of classification in studies, which more fairly recognized the ability and attainments of the student. The new charter had discontinued theological instruction, and no effort has been made to revive it.

Marked prosperity attended the decade from 1851 to 1861. During these years a scheme of enlargement in every department was inaugurated. The endowment grew to the respectable proportions (for those days) of $80,000. Ampler buildings were provided. The attendance of students reached an enrollment of 161. In the domain of instruction it was provided that Latin and Greek should be divided and each given its separate professor. In 1859 it was decided that "a certificate of proficiency be given to a student who has satisfactorily completed the studies of any department." The degree of A. B. was conferred for "proficiency in the departments of Latin, Greek, mathematics, natural science and moral science, with the privilege of substituting one modern language or Hebrew for the Calculus." The degree of A. M. was conferred for "proficiency in the whole course except Hebrew."

A DISASTROUS PERIOD.

In 1861 came suspension. Richmond was a military camp. *Inter arma silent leges.* Silent also were the voices of science and literature. During the war period and extending to the close of the year 1865, there was fearful loss in every direction. The endowment became almost wholly worthless. The grounds and buildings were seriously injured, the apparatus was a wreck, and the excellent library was robbed of every volume. So that when the trustees assembled to confer as to what might be done, they found only desolated grounds, defaced buildings, and a ruined treasury.

REORGANIZATION.

A few brave and generous spirits threw themselves into the herculean task of reorganizing the college. Gradually the hopes of its friends were revived and it was determined to start afresh upon the work of rebuilding. Rev. Robert Ryland, D. D., who had presided over the institution from its origin, resigned, and a new faculty of young men of acknowledged ability was selected. The trustees, supported by the Baptists of the State, collected what money could be raised from an impoverished people, and used it in making the college home as comfortable as possible under the circumstances, and in providing for such equipment as was absolutely necessary. The first session opened in October, 1866, with the gratifying enrollment of 90 students, and a faculty of 5 accomplished men.

CHANGES INTRODUCED.

With the reorganization came conspicuous changes in the old order of things. Among these the following should be especially noticed: (1) The system of independent schools was established, with a diploma of graduation in each school; (2) the English language was put upon its proper plane as of equal dignity with Latin, Greek, French, or German; the "School of English" was established and has been maintained from that time, with its separate professor; (3) discipline was put upon the high ground of honor and personal responsibility; (4) attendance upon religious services was made voluntary; (5) the "messing system" in boarding was inaugurated.

These changes in administration have proved to be salutary and have grown into the life of the college.

The past twenty years have witnessed vigorous growth. In 1870 a strong and effective movement for increased endowment was begun. In 1873 a financial secretary was put in charge of the work of securing funds and preserving them by judicious investment. About the same time the main edifice, which was begun in 1855, was further improved. Cottage dormitories and boarding houses were added, and a more complete system of committee work in the several departments was inaugurated. At this writing the following statement will indicate the present status of the institution:

The property of the corporation consists of a beautiful campus of 12½ acres, well set in grass and trees, upon which stand an imposing main edifice, the residences of

the professors, the cottage dormitories, the dining hall, and gymnasium. The main building affords ample room for the chapel, lecture rooms, society halls, library, and museum. Here may be seen some of the handsomest public rooms in the South. Upon the campus ample grounds are provided for students' sports. The entire premises are thoroughly drained and amply provided with all conveniences of gas, water, and sewerage. The property is without incumbrance of any sort.

The endowment has grown to $300,000 of interest-bearing funds. This belongs to various departments. Among these are two endowed schools, philosophy and law. The scholarships are separately endowed.

The library rests upon a foundation of its own. The public lectures stand upon an ample fund, which is independent. The current expense account has its own guaranteed income. While the endowment is far short of the future requirements of a growing college, its past increase and security have been matters of constant congratulation and attest the fidelity and liberality of the friends of education.

The department of instruction embraces nine separate and distinct "schools," Latin, Greek, English, modern languages, philosophy, mathematics, physics, chemistry, law. Each school has its separate professor, who is responsible to the trustees alone for its efficient conduct. There are entrance examinations, elective studies, intermediate and final examinations, four degrees. The standard of graduation is very high, based upon numerical valuation in examinations and class standing. Eighty per centum is required before graduation is allowed.

SPECIAL FEATURES.

The library, so ruthlessly destroyed at the close of the war, has 12,000 volumes. It is provided for in the Jeter Memorial Hall, a spacious apartment well adapted to its work, and is so conducted, without charge to the student, that it provides the highest inducements to literary and scientific research. Liberal provision is made to secure to professors and students the latest and best works in every department. To the library a well-equipped reading room is attached. The college is building a museum of attractiveness, interest, and value. An elegant hall, named for the late James Thomas, jr., awaits its successful mounting. Paintings, statuary, and valuable specimens on lines of ethnology, paleontology, geology, and mineralogy are displayed.

The college has for many years maintained, among other lectures, a course on Biblical themes. This is perhaps the first college in the South to introduce the systematic study of the Bible.

LECTURES.

To a vigorous course of lectures delivered each session by the professors of the college along the line of university extension, and open to the public, there is an annual course of public lectures provided for under a special endowment known as "The James Thomas Museum Lectures." This is a course of rare interest. The conditions provide that the ablest men in our own and foreign countries shall be secured and that the public shall have the privilege of enjoying them. The subjects embraced are science, art, philosophy, and literature.

The Geographical and Historical Society was founded in 1891 for the purpose of research. It has a growing membership of professors and students and its issues are valuable. By authority of the trustees there has been established under the auspices of this society a day to be known as "Historical Day," devoted to excursions to places of historic interest.

Two literary societies, with a joint monthly magazine, are maintained. These are devoted to the cultivation of the art of speaking and writing. A generous rivalry exists, which is further stimulated by medals and public exhibitions.

Physical culture receives due attention. Regular gymnasium training and drill are systematically pursued. Encouragement is given to field sports, to which honors are attached. These are awarded on the regular field day exhibition.

THE STUDENT BODY.

The highest attendance ever reached during a single session is 207. Of the annual matriculates Virginia contributes the far larger share, larger than to any other college in the State, but other States and other countries contribute a goodly quota. The average age is 19 years. The conduct of the students is marked by a high degree

of application to work, the bearing of Christian gentlemen, a distinct sense of personal honor. The test of standing is not family or money, but personal worth and successful study. The day's exercises are invariably opened with devotional exercises, conducted by one of the professors. Societies for the cultivation of religious life and usefulness are encouraged. The city affords many advantages for personal culture and social pleasures, which are cordially embraced by the students.

THE AIM AND THE OUTLOOK.

One high aim has ever been kept in view by the college management: Not to gain numbers by the sacrifice of scholarship, but to lay deep and broad the foundations of solid learning, and to make the diploma a veritable evidence of accurate and generous scholarship. So thorough has been the training that not a single graduate has failed of success in the various competitive examinations before military or naval boards and civil-service examiners, or before the universities to which they have gone for advanced work.

These high purposes of trustees, professors, and students are interwoven with all the history of the institution, and will be scrupulously maintained.

With an unsurpassed location, a beautiful, unencumbered property, a full and vigorous faculty, a growing endowment, an interested constituency, and fair patronage, with a generous course of study and high standard of graduation, and with a long line of useful and honored sons interested in her welfare, the future of Richmond College would seem full of promise.

WEST VIRGINIA.

EDUCATION IN WEST VIRGINIA.

By Rev. A. D. Mayo, M. A., LL. D.

[From advance sheets of the biennial report of the State superintendent of free schools of West Virginia for the year 1893–94.]

It had been my intention for more than one season during a ministry of education of fourteen years in the Southern States, in which I had visited every State ever called by that name, to give a period of several months to an educational tour through West Virginia. For various reasons, with the exception of one midsummer attendance on the State convention of teachers, this had not been accomplished. A partial arrangement to spend a portion of the winter and spring of 1883 in the State failed. It was only on April 1, 1894, that I was able to accept the urgent invitation of the State superintendent of free schools, Hon. Virgil A. Lewis, and, at Charleston, the capital city, began an educational visitation of two months which will be remembered as one of the most interesting of all similar experiences since the commencement of my educational work in the South, in the early months of 1880.

This tour was necessarily brief, being closed by the ending of the public school year in early June in many of the places to which I was invited. I soon learned that the educational people of the Mountain State were in the condition of mind represented by a jolly editor in Spartanburg, S. C., who accompanied an invitation to visit the people of that enterprising little city with the postscript: "You'll find there's nothing mean about us. You can lecture every hour in the day, if you want to, and we will give you the biggest hall in town and all come to hear what you have to say." "Taking account of stock," on reaching Washington June 1, I ascertained that, during this visitation of two months, including a dozen of the leading educational centers of the State, three of the six State normal schools, the State University, and Bethany College, with an unusual opportunity of meeting many of the most conspicuous educational and public men, clergymen, professional men, and friends of education, I had delivered a larger number of popular lectures, always to generous audiences, than the number of days in my tour; carefully inspected the schools of all the cities and districts visited; been given the most ample opportunity for a front, rear, and side view of all things going on in educational affairs; and, as

far as the most confidential expression of opinion was concerned, placed in possession of an amount of information requiring a longer time to digest and put in shape for quiet consideration than was spent in its acquiring.

And a longer time than this—I trust as long as I remain in the flesh—will be required to disentangle myself from the mood of enthusiastic appreciation of all I saw and heard and felt during those memorable weeks; the magnetism of great crowds of school children, each a blossoming flower-garden a little lovelier than the last; the crowded and eager public audiences that everywhere welcomed my free and easy talks on universal education; the congregations that filled the largest churches on Sunday afternoons and evenings, in the most populous towns, where I was impressed into the service of preaching the gospel according to education; the pleasant greeting of teachers in the city, village, and rural schools to listen to addresses on the fundamental American profession; the earnest listening at the normal schools and the hearty welcome at the State University; with everywhere the offer of the most friendly hospitality; all woven into a "long sweet song" by the children, everywhere singing: "Oh, the West Virginia Hills."

But all this, instead of being an obstacle to an honest and impartial judgment of educational affairs in the State, was itself but an indication of a remarkable educational interest among the people, who seemed to me prepared to "shake hands" with anybody who appeared, properly certified, inviting them "to come and reason together" on the theme that lies at the foundations of our American civilization.

I therefore accept with pleasure the suggestion of State Superintendent Lewis not only to resume my visit to West Virginia during the coming autumn and winter, but also to furnish an informal report of my observations during my first journeying through the State. Of course I understand the meaning of the distinguished metropolitan editor, lately returned from a three months' tour in Europe, who said to his interviewer: "A railroad journey of three months through central Europe and Russia hardly qualifies a man to talk at large on public affairs in Europe." Still, after an experience of fourteen years journeying through all the Southern States, in the especial interest of common school education, everywhere afforded the most ample facilities for looking upon both the educational fatness and leanness of the land; reenforced by a long and diligent study of the industrial, religious, social, and public conditions of this section of the country at all periods of its development; with attention specially devoted to the effect of environment upon the educational department of these sixteen States; I feel that even the hasty investigation possible during these crowded weeks has left a deposit of fact and awakened a depth of feeling which may be a qualification to accept the suggestion of the State superintendent of free schools.

Certainly there could be no justice or propriety in making this essay a criticism or commendation of school teachers and schools in the different communities visited. All that was of use in this direction was fairly given to the proper authorities at the time. But there is nothing to forbid an impartial record of the observations of a stranger who has studied with the deepest interest the entire history of this State, and been awakened to a thorough appreciation of all he has heard and seen of its past and present condition. An intimate acquaintance with every one of the old-time slave-holding States may also add to the value of my estimate of the work done in West Virginia since 1863 in behalf of universal education; the trend of the currents of educational activity; what has been well begun; what has already been accomplished; on what lines there seems to be the greatest present necessity for vigorous action; and what should be the grand aim of the educators of the Commonwealth in laying deep and broad the foundations for a future that only the most inexcusable folly and obstinacy can hinder from its great fruition.

I am more encouraged to accept the invitation from the fact, not yet explained to myself, that, of all the more important States of the old South, West Virginia has, educationally, been the last to be introduced to the public attention of the great line of Commonwealths that stretch from the Mississippi Valley to the Atlantic Coast. The explosion of patriotic congratulation, thirty years ago, when these 54 northwestern counties of the Old Dominion broke loose from their mother State and boldly committed their destiny, as a new Commonwealth, to the salvation of the Union; with the few months of "short, sharp, and decisive" warfare which threw their territory into possession of the Union armies until the close of the war; was soon overwhelmed by the absorbing interest of the great campaign on the Potomac and James and the Mississippi. At the close of the great conflict West Virginia was already a fully organized State of the Union, and stepped to her place, as the child of the great conflict, with a vigor and confidence that left the impression that no special sympathy or aid was required from any quarter. The insignificance in numbers of her colored population was a reason for the lack of interest in the great body of Christian and philanthropic organinations of the North which, after experimenting for thirty years, are now learning that the most effective way to lift up the seven millions of American negroes is to aid in the education of the ten millions of

white folk who form the next social strata above. The estrangement of the people of the ex-Confederate States prevented any considerable immigration from that quarter to this new Commonwealth, although a million young men have left the Old South for the Northwest and the Southwest since 1865. The sparse population, in 1865 scarcely reaching a third of a million; the poverty of the great majority of the people; the lack of home capital and of reliable information concerning the resources of the new State; all these may in a measure account for the fact that no Commonwealth of anything like the importance of West Virginia is to-day so in need of the higher species of advertisement for a genuine understanding by the whole American people. Therefore, it is not so much for any supposed advantage to the educators and people of West Virginia that I write out this hasty sketch of my observations. Rather do I look to the great outward public, which needs information concerning the wonder and prophecy bound up in these 24,715 square miles of mountain, valley, mine, and forest. And especially is the educational experience of West Virginia so peculiar that it may be said to have woven the vital cord between the education of the old and the new South; her entire educational life as the "mountain pasture" of the Old Dominion being in itself an education especially fitting her people for their remarkable coming to the front in 1863 as the first Southern State that of itself organized universal education according to the plan of the American common school.

It is not difficult to understand the source of the characteristic State pride of the superior class of the Old Dominion, when the vast extent of its great territory from the beginning of the seventeenth to the eighteenth century is taken into account. Apart from the wonderful development of public ability at the outbreak of the Revolution, and the powerful influence of the leading class of Virginia up to the beginning of the civil war, there is a fair cause for pride in the feeling that Virginia has never been more notably the Mother of Presidents than the Mother of States.

As late as 1775 the province of Virginia included the Territory of Kentucky, the five original Northwestern States, and the present Virginia and West Virginia. In 1860 Virginia was still one of the larger States of the Union, containing 67,000 square miles. But with its magnificent seaport, its splendid system of rivers, its broad realm of fertile fields, its prodigious treasures of minerals, timber, and water-power, and the excellent strain of its original Anglo-Saxon population, it remained the wonder of the nation that it had so little improved its great opportunity for material wealth and industrial power. Up to a period considerably later than the Revolution, the great drama of life in old Virginia had been wrought out in a region little larger than the State of Massachusetts, the narrow margin between the Atlantic Coast and the Alleghany Mountains; even the Shenandoah Valley and the wonderful reaches of Southwest Virginia have had but small influence in public affairs. The original people that came to this "God's Country," beyond the Blue Ridge, made haste to get away from it and poured through the mountain passes into Kentucky and the new Northwest, leaving their own superb land behind and quite neglecting the area of nearly 25,000 square miles at the north, now known as the State of West Virginia. Later the movement down the Ohio River generally gave this territory the cold shoulder, and pushed on to the Ohio and the more distant Territories, leaving behind a straggling population along the 50 miles of charming valley where are now situated the larger cities of the Commonwealth. The new Erie Canal and the opening of steam navigation on the Great Lakes still further diverted the stream of eastern emigration from this country, and there was little to attract the thronging multitudes of Europe to its wilderness of opportunity. Hence, at the breaking out of the war in 1861, this region remained still away in the rear of the proud Old Dominion, scarcely attracting attention by its secession from the Mother State. In 1860 the population of this area, three times the extent of the State of Massachusetts, was not larger than that of Boston to-day—less than 270,000; no town having the requisite population to entitle it to a city organization in Massachusetts.

In addition to this, we must take into consideration the singular neglect that had befallen this portion of the State from old Virginia. It was not so much any special hostility to the development of this portion of the State as the inevitable result of its social and industrial organization that left the people of this far-off country in a growing state of estrangement from their neglectful mother. As the writer of The Mountain State says, "The early days of West Virginia were not conducive to the rapid advancement of the State. In the old State that part west of the mountains had always been looked down upon as a wilderness, and little attention was ever given to it. The people complained, for years, that they were permitted by the State to do nothing but pay their taxes. Their representation in the councils of the State was small and, by the Old Dominion, that portion of her domain west of the mountains was practically ignored." The superior class of Virginia, until 1860, devoted its energies far more to the problem of the leadership of the entire South, in all essential ways then drifting toward a decisive conflict with the Union, every year more threatening, than to developing its own splendid domain and educating its

own people to the ability to comprehend and improve such an opportunity as never before in history was offered to a population so small.

But all this has passed away in the advent of a new generation. From the interesting data furnished and indorsed by public authority, we learn that the publication of the great natural resources of West Virginia practically dates from the year of the Centennial Exposition, in Philadelphia, in 1876. During the past twenty years the people of the United States have first come to the knowledge of the importance of this new Commonwealth, the child of the great war for the preservation of the Union. From the numerous public documents—which read more like a romance of industry than a mass of substantial information—we learn that while in 1863 there was but one railroad in West Virginia, there are now but 11 of its 54 counties destitute of this manner of communication, and that during the year 1892 this State led the Union in the extent of railroad construction. Three great lines now connect this State with the Atlantic Coast and the Mississippi Valley, and numerous arteries of these great systems and supplementary routes have opened portions of the Commonwealth hitherto little known. From a meager production of coal for domestic use in 1863, the output of the mines in 1892 was 10,000,000 tons, from 200 mines, employing 15,000 workmen, representing a population one-sixth as large as the entire inhabitants of West Virginia in 1860. Ten million acres of West Virginia soil are underlaid by a coal deposit 10 feet thick, a larger area than the coal district of Great Britain, with an estimated output of 10,000,000,000 tons. It is estimated that the coal of West Virginia exceeds the value of the gold and silver mines of the Pacific States. Only 3 of the 54 counties are destitute of the coal supply. It is asserted that the present population of the United States could be supplied with its usual consumption of coal for 1,000 years, from West Virginia alone.

One-half the State is still "in the woods," the virgin forests furnishing a larger amount of hard-wood timber than any other State, and the growing timber industry giving occupation to another army of 15,000 men. The great lumber belt is 200 by 25 miles in extent, 7,000 square miles—nearly as extensive as the State of New Jersey. The timber crop at present is valued at $70,000,000; 500,000,000 feet being put on the market each year. An ex-governor of West Virginia declares that this State "has more of a surplus of hard wood than any other ten States of the Union." The altitude of the State, from 500 to 5,000 feet above tide water, and the climate are favorable to a vast and vigorous growth of forest life, 32 reliable varieties of hard and soft wood lumber being furnished for the markets of the world.

The world's production of iron in 1890 amounted to 26,500,000 gross tons, of which the United States produced 33 per cent. West Virginia shares with its neighboring States, Pennsylvania, Virginia, and Ohio, a generous deposit of this material, the foundation of all manufacturing industries. In the production of coke West Virginia stands next to Pennsylvania, in 1892 supplying 1,313,449 tons. The salt wells at one time supported a leading industry in the State, and although the production of salt has declined by competition with other States, it still awaits a future development that may become of great importance. George Washington, whose hand and eye seem to have been on everything of value in the new Union, in 1775 located an acre of land near Charleston, W. Va., as a natural curiosity, a "burning spring." To-day the oil wells and gas plants of the State are rapidly encroaching on Pennsylvania in extent and importance; indeed, one oil district, Sistersville, is the most extensive in the world. It is asserted that West Virginia led Pennsylvania thirty years in the utilization of natural gas for manufactures and the use of coal oil. The traveler by night along the valley of the Ohio in this State is lighted on his way by these fiery signals of the amazing wealth stored in these vast reservoirs of nature. This industry is still in its infancy, being the result of the past twenty years experimenting, and its outcome can not be predicted. An experiment in paving a city street with fire brick in Charleston, W. Va., planned by Dr. John P. Hall, has given to several of the larger cities of the Union this admirable pavement, and this State can furnish the material to an extent not even yet understood. The building stones of the State are numerous and of great value. The wealth of West Virginia in mineral waters has been long understood. Its southeastern border is crowded with attractive summer resorts, where the health-giving waters and beautiful scenery are every year more widely appreciated.

But for the lover of nature and the primitive industry of man—the cultivation of the soil—West Virginia especially deserves the name given by the jolly "Knights of the Golden Horseshoe" in the early days of the Old Dominion to the entire region beyond the Blue Ridge, "God's country." Although sadly neglected, like the entire central mountain region of the old South (as extensive as the German Empire, and, according to expert testimony, capable of an agricultural developement as great as Germany), during the first one hundred years of headlong immigration from the old East to the future Northwest and Southwest, this country bides its time and unless paralyzed by some impracticable political or industrial policy, in half a century from to-day may become one of the most attractive portions of the Republic.

West Virginia touches upon the northern and southern belts of production with a good portion of her own acres capable of successful cultivation. Her productions are corn, wheat, oats, buckwheat, and vegetables. In garden stuffs she has a great future ahead. The fruits of the North, apples, berries, and especially the grape, can be grown here to great advantage. But in the possession of a vast area of the precious blue grass there is no American State which has such a mine of wealth. No traveler who has looked on the lovely spectacle of the rolling country just retired from the valley of the Ohio in its early summer dress, or on the cultivated farms reaching the summits of the grass-covered hills and mountains, can doubt that in the support of cattle, sheep, and all the varieties of animal industry the State has a remarkable opportunity ahead. No estimate of the loss by the old-time, ignorant, provincial habit of farming to this portion of the country can be made. But every dollar now expended upon the coming generation of the youth of West Virginia to lift her people above the wasteful and crude habits of using the land will come back, before many days, in an era of prosperity. As we now look upon our great Eastern cities, in the midsummer swarming with an army of "the unemployed," too often people who are being nursed into a chronic class of the improvident and indolent, dependent upon the crumbs that fall from the tables of wealth in old communities, we long for a new departure in public charity which shall put a fist with steam power behind it to force a multitude of these dependent families to a land like West Virginia, where, with half the toil and sacrifice endured by the pioneers of every American Commonwealth, they could live in peace, comfort, and with the gain of character, self-respect, and hope for the children which can never come to them in their present surroundings.

There can be no doubt that the present resources of West Virginia are competent to support a larger population than is now gathered in any State of the Union. And it only requires a liberal home policy, an extension of common school facilities, with an annex of industrial education, to realize the most enthusiastic expectations of its best informed citizens. So far the State is being saved, except in a few mining districts, from an undue per cent of the lower element of recent foreign labor. It has the added advantage of exemption from the presence of great masses of the lower orders of colored people, who for many years must be both a tax and a strong appeal to Christian wisdom, charity, and patriotism in the majority of Southern States.

It is almost incredible to a traveler, for the first time made acquainted with this great and beautiful mountain State, that with a steady development during thirty years past, there are still a smaller number of people living upon the 24,715 square miles than within the area of 30 miles in and around the city of Boston. It may be that in this attractive mountain land, at the center of the old Union, will be developed the class we all pray for, that will inaugurate a movement back from the dangers and dependencies of city life, where thousands now welter in poverty, hopeless of better things, to this glorious open country, to begin anew the struggle for an independent and valuable American citizenship.

But in no respect has West Virginia given such evidence of vitality and progressive spirit as in the extraordinary development of public education during the past thirty years. It is doubtful if any State of the Union in 1860 could present a more meager array of educational opportunities and a more discouraging spectacle of widespread illiteracy than this portion of the Old Dominion. There are no statistics of the relative illiteracy of different portions of the country, of decisive value, previous to the civil war. But the testimony of all the more observing older people of this entire region of Virginia west of the Alleghanies, including the rural districts of the present southwest Virginia and West Virginia, bears hardly upon both these States in this respect. Up to the breaking out of the civil war the present 54 counties of West Virginia were but poorly supplied with what was the only genuine educational opportunity offered by old Virginia, the colleges and academies established for the higher and secondary education. At this period Virginia east of the Alleghanies was, without question, the portion of the South best supplied with these facilities for superior instruction. Half a dozen colleges of average reputation, with the University of Virginia—then and perhaps still the leader of Southern universities of the higher grade—and a score of academies, private and denominational, afforded a reasonable opportunity for the schooling of the day to all who were able to pay the cost. Besides this, there was still a considerable group of families who educated their children by home tutorship or in the superior schools of the North and Europe. The real disability was with the masses of the white people, unable to meet the expense and, perhaps, often disinclined to make the proper exertion to secure an education for their children.

The educational "delusion and snare" of that time, the "free school," practically a pauper school, despised by those to whom it was offered and contemptuously neglected by those whose duty it was to provide an effective scheme of common schooling for the majority of the citizens of the State, was the common method of

dealing with the problem of universal education which had brooded like a nightmare over the thoughts of the great fathers of the Commonwealth and made Thomas Jefferson, in his old age, almost despair of the Republic. There was a law in 1860 by which two-thirds of the voters of a county could adopt a modified system of common schooling. But with the limitations of the suffrage and the indisposition of the well-to-do people to "tax themselves for the education of other people's children," only a few counties of the State had put it into active operation. Of these, however, five leading counties in West Virginia were conspicuous, and the little cities of Wheeling and Charleston had laid the foundation for their present system of public schools. There was but one college (Bethany) founded in 1840, and a few secondary academies of note had been established in this portion of the State. But it may be that even in this deprivation was found the most favorable condition for the establishment of the people's common school. The neighboring States of Virginia, Kentucky, and North Carolina, in 1860, like the more important of the Gulf States, were almost clogged to repletion with this class of academical schools, chiefly denominational, which, although of great service to the communities in which they were established, often became the most obstinate opponents to the establishment of an effective system of free popular education. The great revival of nationalism that flung the majority of the people of these West Virginia counties, in 1861, out of the arms of their neglectful mother into close companionship with the adjacent Commonwealths of the North, the public attention everywhere directed to this supreme act, and the inspiration of a four years' conflict for "Liberty and Union," doubtless gave a prodigious impulse to the educational spirit.

It was observed that the committee on education in the first constitutional convention of West Virginia, held in 1863, was composed largely of delegates from the counties that had already adopted a public school system, as far as was possible under the laws of the Old Dominion. The clause in the fundamental law relating to education has a determined ring, prophetic of all that has been achieved in the Commonwealth. West Virginia was the first Southern State to establish the entire American system of common schools. Even during the distractions of the civil war, in 1863, this provision was placed in the constitution, and, with only a slight amendment in the revised constitution of 1872, it remains the foundation of the people's education in West Virginia to-day.

This clause of the constitution reads as follow:

"The legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of free schools. They shall provide for the support of such schools by appropriating thereto the interest of the invested school fund, the net proceeds of all forfeitures, confiscations, and fines accruing to this State under the laws thereof, and by general taxation on persons and property, or otherwise. They shall also provide for raising in each township, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws."

The story of the remarkable progress of the common school in West Virginia, during the thirty years from this fortunate beginning, in 1863, is so well told by ex-superintendent of free schools, Hon. Benjamin S. Morgan, in an elaborate sketch accompanying the State school report of 1891–92, that it is only for the information of readers outside the State that even a brief summary of the successive steps of this achievement is made in the present essay. Suffice to say that the first legislature of the new Commonwealth, the last of the illustrious family of States born from the vast territory of the Old Dominion, distinguished itself by decisive and wise action on the subject of public education. Responding to the suggestion of Governor Arthur I. Boreman, the two houses of the legislature placed on their educational committees a group of men already known and tried as successful teachers and resolute advocates of the inalienable right of the children to schooling for American citizenship. After a three months' discussion of two reports, on December 10, 1863, a scheme of public instruction was inaugurated and put in operation by the election of Rev. William R. White as State superintendent of free schools.

The system was substantially that of the adjoining States of Ohio and Pennsylvania. It placed West Virginia, in point of time, seven years in advance of the mother State, which did not move until 1870, and then came to her youngest child for her great executive superintendent of education, a descendant of the old Ruffner family, commemorated in the First Presbyterian Church of Charleston. It contemplated a general system of free education for all classes and both races at public expense, sufficiently broad and flexible to admit of a complete development through the advancing grades of elementary, grammar, secondary, normal, and university education. No institution so radical and far-reaching in all its relations to society as the American common school springs at a bound to a vigorous life in any Commonwealth. It is not at all singular that a State in the condition of West Virginia, born amid the opening throes of a terrible civil war, could not, during the progress of the conflict, educationally stand erect. It is not to be wondered at that, even in 1865, the year

of the advent of peace, the new school law was in operation in only 20 counties and partially in 11 more, the number of schoolhouses being 133 and the number of schools 431, the enrollment of pupils 15,972, the average length of the schools 49 days, and the whole amount expended for free schooling $7,772. But more favorable was the report for 1866, showing that the number of schools taught and the attendance of pupils had doubled: Schools 935, pupils 34,219, and the length of the country school had been extended to 69 days.

The advent of peace was the signal for a most important forward movement in the educational policy of the State. In 1867 three of the present State normal schools were established, among them the Fairmont School, the leading seminary from the first and, to-day, one of the most effective schools of its kind in the Southern States. That the new Commonwealth of West Virginia, just getting on its new State legs from the wreck, discouragement, and disintegration of a four years' civil war, should have done, as a matter of course, what Ohio, the fifth State in population and not behind the first in importance in the Union, has not yet been able to achieve and what Virginia waited twenty years longer to obtain—establish a system of State normal schools—is certainly one of the anomalies of American life.

But the brave little Mountain State, with a population less than 800,000 and an assessed valuation of $190,000,000, took another forward step and at the session of the legislature in 1867 passed the act establishing a State agricultural college. This institution was founded on the national appropriation of land for agricultural and mechanical colleges to all the States, passed during the war period, July 2, 1862. West Virginia received 150,000 acres of public land which was sold for $90,000; a sum increased by legislative appropriation to $110,000. As in many of the States, the early establishment of the college was made easy by a gift from the city of Morgantown, Monongalia County, of school property, including one of the most attractive university sites in the Union. In 1868 the first building was erected. The board of regents laid the foundation of the new college on broad educational lines. President Martin was installed in 1867, and held the position till 1875. In 1868 124 students were gathered. In 1881, after a dozen years of gradual growth, the institution, under the brief presidency of William L. Wilson, now of eminent reputation in statesmanship, was practically reorganized and placed on a proper basis of instruction, with eight distinct departments and professional schools for law and medicine.

In 1870, only seven years from the establishment of the system, the birthyear of the common schools in Virginia, Superintendent Williams reported 2,113 schoolhouses, an increase of 30 per cent from the previous year and 87,330 children enrolled in school, a gain of 20 per cent in enrollment and 40 per cent in average attendance. Well might Governor Stevenson, in 1871, declare, "The public school system may now be regarded as a part of our fixed policy." In 1872 three additional normal schools were established, making six institutions supported by the State for the instruction of teachers.

The summing up of this remarkable nine years' work by State Superintendent Pendleton, in 1872, is a record of which no American Commonwealth, save our new Western States, which began their educational career with the great advantage of the national public land fund, on a virgin soil and generally with a trained school population, can boast. West Virginia, with no part nor lot in the original distribution of school lands to the States west of the Alleghanies, largely by her own unaided effort, was able to say to the people of the United States, in 1872, in the eloquent language of her State superintendent:

"Reviewing our progress in the noble efforts of the State to provide for the free education of the whole people, we have reason for profound gratitude at our comparative success. With a million and a quarter of capital invested in school property; 3,000 schools in actual operation, and three-quarters of a million annually contributed to run them; 90,000 children under intellectual and moral training; a number of graded and high schools; 4 normal schools in vigorous operation, for which we are annually expending out of the State treasury over $8,000; a university on which we bestow over $16,000, and other private and corporate institutions, among them one college largely endowed, and through its 400 graduates already enjoying a national reputation, West Virginia may well be proud of her position in this highest expression of a people's patriotism and enterprise. Within less than a single decade there was, outside of the city of Wheeling, scarcely a free school in the State. Now they rise up to greet us beside every highway, and betoken a future of rapid and vigorous improvement. This is a revolution that can not go backward. It creates its own momentum. It moves by a power within, which increases as it moves, and which strikes out the light and heat of its own vitality."

And here came in another incident that fitly illustrates an important characteristic of the American system of universal education, that it is not dependent on the great political divisions by which the public affairs of this country, as of all constitutional Governments, are carried on. Up to 1872 the State had adhered to the policy of the

political party which carried the nation victoriously through the war, and was responsible for the reorganization of the ex-Confederate States and the amendments to the Constitution of the United States. But under the lead of the successful Democratic party, in 1872, a new constitution was set up in West Virginia, and the State has since been committed to the principles and policy of this political organization. But in this change, which came about with the usual display of excited partisan feeling, there was no break in the progress of the people's schools, without which no party in the United States can live and the best party will inevitably destroy the Republic. It is not the name of the political organization but the quality of the people who compose it that decides, in the last result, what shall be the tendency and outcome of legislation in any American State. Under the new constitution the school law of 1873 was passed, which remains substantially the present law of the State. We abbreviate Superintendent Morgan's statement in the "History of Education in West Virginia" concerning the provisions of this statute:

The schools are free and supported by the income of the State school fund, a State tax of 10 cents on $100 of all taxable property, with provision for the local taxation of school districts, including the right to establish graded schools in cities, villages, and populous country districts. A vote of three-fifths of the people is required for the establishment of a free high school. In 1892 there were 145 systems of graded and 17 public high schools in the State. "Hang a good thing up for seven years and you will have a use for it." Old Virginia "hung up" Thomas Jefferson's plan for the education of the Old Dominion, at the time in some respects the broadest that had been presented to the world, for about one hundred years, to see it taken down from the high shelf by her own youngest child in 1863 as an indispensable article of furniture in the setting up of its new housekeeping. With the additions and enlargements of one hundred years of American experience, the State, in 1892, has created practically a correlated system; in the words of Huxley, "Reaching from the gutter to the university," needing only the improvements later referred to in this essay as the most enlightened demand of its own educational public to place the Mountain State at the head of its own section, well up in the first rank of educational American Commonwealths.

It is unnecessary to pursue in detail this interesting record of the steady growth of the common school in West Virginia, through the administration of nine State superintendents, to that of the present earnest and patriotic official, Hon. Virgil A. Lewis, now in the second year of his good work. The most original feature in this period is the movement for the improved grading of the country district school, inaugurated in 1875, under the county superintendence of Mr. A. L. Wade, in Monongalia County, the seat of the State University.

Here has been, for a century, the great stumbling block of the American system of public instruction—the proper organization, as respects a graded course of instruction and its application to the peculiar needs of the country district schools, in which the majority of the children in the Union and nine-tenths of the youth in the sixteen Southern States receive their entire schooling. It is indeed only recently that the oldest States have deemed it necessary or possible to do anything for the relief of the almost insuperable defects of such a condition as still prevails through wide regions of the country; where the rural district school goes on through its accustomed round from three to eight months in the year, practically managed by local trustees, often kept by the man or woman personally most agreeable to "the committee," with no provision for compulsory attendance; the children coming to school according to the nearness or distance of their place of residence, the attractiveness of the schoolhouse, and the popularity of the teacher; every little squad really "going on its own hook," sometimes almost insisting on individual teaching; usually the school of 20 to 50 children in one room, chopped up into "mincemeat" by a division into little classes that makes the daily session a headlong race of hearing short lessons, with scarcely an attempt at the proper class or general work that tells on the entire school and promotes that most valuable discipline, the instruction together of a large number, by which each pupil enjoys the advantages of a roundabout view of the subject by all. Edmund Burke says: "Every man becomes ten men by working with his fellows." There is still no department of American education which, in proportion to its cost, its momentous influence on the national life, and the national sense of its great value to the Republic, exhibits such a melancholy waste of money and energy, such confusion and failure of good educational results as are apparent to every competent observer in the ordinary country district school. And still, since this department of the common school is so common, so near the mass of the people, so dependent on a great variety of conditions peculiar to each locality for its success, the efforts to reform it by public legislation, up to the period of the general revival of education that followed the close of the civil war, had been few and ineffectual.

It was characteristic that the one State of the Union born amid the confusion and terror of civil war, should not only, as declared by County Supt. A. L. Wade, in 1876, "have accomplished more in the work of building schoolhouses and setting

in operation the machinery of the free school system in the last thirteen years than any other State of like territory and wealth ever did in a quarter of a century," but also be able to claim the honor of inaugurating, in 1874, a movement for the improved grading and graduation of pupils in the country district school which attracted the attention and secured the hearty indorsement of United States Commissioner of Education Hon. John Eaton, in 1878. Commissioner Eaton declares:

"Of all plans developed, none has excited more attention than that known as the graduating system for country schools, devised by A. L. Wade, superintendent of Monongalia County, W. Va. It has been reviewed by all the educational journals and has excited the attention of the principal school superintendents of the country."

This indorsement, from the highest educational authority of the country, was neither premature nor exaggerated. Introduced in 1874, in a county hardly known by name outside the new Commonwealth of West Virginia, by the superintendent of a district containing some 5,000 pupils, all but 400 in rural district schools; a county which, in 1863, had but one country schoolhouse considered fit for occupation, and in which, even in 1874, not more than 50 per cent of the enumerated children of school age, from 6 to 21, were attending school, and few of them taking even the meager course of study then suggested by the State school law—this able schoolman and most efficient administrator was able to report at the end of the year, in 1876, that he had inaugurated a reform in all these particulars which made the rural school keeping of his own county a beacon light to the State, and which was influential in setting in motion a movement which is now an accomplished fact in many of the States of the Union. Perhaps, in its final outcome, this new departure may be fraught with greater practical benefits than any forward steps in common school affairs since the days of Horace Mann.

For a detailed account of this achievement the reader must be referred to the interesting volume, A Graduating System for County Schools, Boston, 1881, prepared by County Superintendent Wade.

From the title of this work, it will be seen that its author provided for a "graduating system," but did not provide a graded course of study for the country and village schools. But it was doubtless suggestive of this, for in 1882 Hon. B. S. Morgan, afterwards an efficient State superintendent of free schools, was elected county superintendent of Monongalia County, and in the autumn of that year had printed at his own expense a brief Course of Study for the Country and Village Schools of This County. This was the first printed course used in the State. It proved most satisfactory, and in 1890, in compliance with a recommendation of the West Virginia Educational Association, made at its meeting at Parkersburg, in August, 1890, a committee was appointed to prepare a course of study for the country and village schools of the State. This committee was composed of M. Lee, superintendent of the free schools of Huntington; G. S. Laidley, superintendent of the free schools of Charleston; J. W. Hinkle, ex-county superintendent of Greenbrier County and principal of the free schools of Hinton; A. L. Wade, ex-county superintendent of Monongalia County, and State Supt. B. S. Morgan.

This work was accomplished, and, at the suggestion of Mr. Morgan, then State superintendent, the legislature, in 1890, passed an amendment to the school laws which, after naming the branches to be taught in the primary schools, declares: "It shall be the duty of the State superintendent to prescribe a manual and graded course of primary instruction to be followed in the country and village schools through the State, arranging the order in which the several branches shall be taken up and studied and the time to be devoted to them, respectively, with provisions for advancement from class to class, also for the examination and graduation of all pupils who satisfactorily complete the prescribed course." Under this provision of law Supt. B. S. Morgan in August, 1891, sent out the course of study which the committee had prepared, and the work of grading began; but the course was found to be too brief, and when the edition had become exhausted Hon. Virgil A. Lewis, who had entered upon the duties of State superintendent of free schools in 1893, in the autumn of that year began work along this line, and the result was the elaborate Manual and Graded Course of Study for County and Village Schools, which he has distributed, and according to which more than half the schools of the State have been graded and classified. As the result of a careful study of this most vital feature in the management of rural schools of the country, this manual should be widely known and compared with similar publications in other States.

The following quotations from Superintendent Morgan's History of Education in West Virginia and the report of County Superintendent Wade will suggest the radical idea and general outline of this new departure. Says Superintendent Morgan:

"A movement of such importance deserves more than a passing notice. The author defines 'the graduating system for country schools' to be simply taking the primary branches as a course of study for graduation, and making application of all the plans and appliances of the best academies and colleges to the common schools of the country. It is the application of an old plan to a new purpose. The time in

which each advanced pupil ought to complete this course of study is announced. Public examinations of graduating classes are held annually, at points agreed upon, in each county, and common school diplomas are granted to those who satisfactorily complete the course of study.

"An alumni association, holding annual meetings for the mutual improvement of those who have graduated, is organized in every magisterial district.

"A catalogue, containing a clear statement of the work of each school, is published annually in each county. In this catalogue each school occupies sufficient space to give:

"(1) The name of the school.

"(2) The name of the teacher.

"(3) The number of youths entitled to attend.

"(4) The number of youths in actual attendance.

"(5) The number of youths entitled to attend, but not in attendance.

"(6) The daily average attendance.

"(7) The daily per cent of attendance, based upon the number in attendance and the number entitled to attend but not in attendance.

"(8) The branches taught and the number studying each branch.

"(9) The names of the pupils who have graduated, and the dates of their graduation.

"(10) The names of pupils who ought to complete the course of study in one, two, three, or four years, making clear the class to which each belongs. Pupils who can not complete the course of study in four years or less compose the preparatory department, but their names do not appear in the catalogues.

"This catalogue contains also the annual report of the county superintendent, presenting the results of the work of the past year, and his recommendation for the future, a synopsis of the proceedings of the several alumni associations, the names of officers, and the time and place of the next annual meeting of each association, and also brief obituary notices of teachers and graduates and undergraduates who have died within the year.

"This system may be introduced into the schools of a State or a county, and can be tested even in a township, or district, or in a single school."

Superintendent Wade's report concerning the working of his system at its beginning reads as follows:

"The time for the examination of graduating classes began to grow near, and croakers were busy prophesying that the whole system would prove a failure. Such a thing, they said, as graduating in country schools never has been done and never will. I watched anxiously the effect of these predictions, and I was highly gratified to find that teachers and pupils were already beyond the region of uncertainty, and were only strengthened in their determination to make the plan a success. So far were they from fearing failure, that they requested me to make the examination thorough and public, and as far as possible oral, so that the people could see and hear for themselves. Unwilling to assume a responsibility of conducting those examinations without aid, I secured the services of Prof. H. L. Cox, principal of the Morgantown graded school, Prof. W. R. White, ex-State superintendent of free schools of West Virginia, and Professors Lyon, Purington, and Owen, of the West Virginia University. I gave notice through the press that one or more of these professors would be present to aid me in each examination, and to deliver an appropriate address in the evening.

"The county superintendent, each evening, after the addresses were ended, in the presence of the audience, delivered to each member of the class who was adjudged worthy of the same a common school diploma. Two hundred and sixty-one pupils had entered the class of 1876, and of this number 196 had completed the course and received diplomas.

"Seven examinations were held in the seven country districts of the county, and with a single exception the largest churches of the several districts were insufficient to accommodate even during the day the vast numbers who came to witness the examinations. And these were not disinterested spectators; they were our most intelligent people—the cream of society, men and women who had sons or daughters, or grandchildren, or friends in the class in whom they were deeply interested."

In his annual report of 1877 County Superintendent Wade says: "I organized in each district of the county an alumni association for the benefit of those who had graduated, and gave due notice through the press of the time and place of each meeting. The exercises in each of these meetings consisted of original and select orations, essays, and select readings. No public meetings pertaining to our free school work have elicited more interest or attracted larger crowds than these. In order to secure a permanent organization of the alumni of each district I provided ballots, and held an election at each meeting for a president, vice-president, and secretary. A gentleman to deliver an oration and a lady to read an essay at the district examination were also chosen by ballot. These were also elected by the members of the alumni association from its own body.

"From the reports of our first annual district alumni meetings it appears that more than eighty of the members of the class of 1876 embraced the opportunity to speak and read in the presence of large audiences.

"Our annual district examinations for the graduating class of 1877 were held at the end of the school term, and 110 pupils completed the course and obtained diplomas. It was not expected that the class in the county this year would be as large as it was last year, as we had last year the cream produced by several years' work. Many persons at the close of the examinations in 1876 were of the opinion that in order to have graduates in 1877 it would be necessary to use 'skimmed milk.' Many of these, however, after witnessing the examinations of the classes of 1877 agreed that the graduates of this year are richer than last. The attendance upon these examinations both day and night, and the interest manifested by the masses in them, were quite equal to last year."

In reading the account of the operations of this system by its author, it is evident that the motive power of the entire scheme was found in the awakening of a great and genuine interest in the country district school among the people who depend on it for the education of their own children, by whom it must be supported, and on whose efficient supervision its success depends. Any well-instructed school man or woman knows that while the ordinary country district school is the last place that would be often visited by any large number of people in search of entertainment or from any motive than a stern sense of duty, there is yet no American institution which can be made so attractive to all sensible people and become such a notable center of the higher life of an entire community. Through the entire term of office of County Superintendent Wade this condition of affairs made Monongalia County the educational light-house of the State. During the year 1876 this indefatigable school official, in his own modest language concerning the important feature of graduation, made this report of progress:

"I visited every school in the county, spending usually a morning or an afternoon in each; noting in my journal the name of the school, the number of pupils entitled to attend, number on teachers' roll, daily average attendance, branches taught, and the number of pupils studying each branch. I made it a point, as far as possible, to become acquainted personally with each pupil in the school, and to ascertain what branches were pursued by each. In order to bring together all interested parties, teachers, parents, and pupils, for the consideration of matters pertaining to the schools visited during the day, and for the consideration of questions relating to the free school interest generally, we held each evening an educational meeting. In these meetings I was aided by representative men, friends of free schools, professors in the university, teachers, ministers, physicians, farmers, and mechanics. I held 43 of these educational mass meetings in the county, 27 in churches, 15 in schoolhouses, and 1 at a private residence. In addition to the addresses which were delivered, we had each evening the best music which the community could produce."

Of course, a scheme like this depends for its efficiency on so many conditions that it would almost be a miracle if it were found to work without a great deal of friction in the most thoroughly organized and interested school community in the Republic.

Without a corps of instructors able to comprehend and administer the plan; able and earnest local trustees to encourage and aid the workers; a capable county superintendent to stand as a wall of defense between every faithful progressive instructor and the inevitable resistance, nagging, and indifference in every school district; and, below all, the strong and watchful backing of the educational public of the community, even a scheme so well wrought out as this will only be another interesting addition to the school literature of a community, with the usual "awful chasm" between every scripture and the actual life of mankind. Still, it was a great thing that such a movement should be made; especially honorable to the State of West Virginia, not only that one of her own citizens should have been its author, but that the body of superior educators and the State legislature should have so cordially cooperated with it; and that the present over-earnest, hard-working State superintendent of free schools, Hon. Virgil A. Lewis, should be wearing out his life in proclaiming its merits and trying to enforce its better administration through the length and breadth of his splendid diocese of 24,715 square miles of "West Virginia hills."

As a result of the labor and time expended on this organization of popular education in West Virginia during the past thirty years, we may point to the statement of the last report at hand, 1892, made by Supt. B. S. Morgan.

In 1892 the State had 4,866 subschool districts. There were 5,004 schoolhouses, of which 836 were log, 4,022 frame, and 140 brick or stone; 2,497 containing improved desks; 1,649 with apparatus, and 5,644 volumes in school libraries. The value of school property was $2,135,566, an increase of nearly half a million dollars in one year, including furniture and supplies, making an investment by the State of $2,746,234 in the great business of public education. Between 6 and 16 years of age there were enumerated 206,222 children and youth of legal school age, only 8,529 of the colored race. Besides this army of the children, there were 71,076 youth between

the ages of 16 and 21, making an aggregate of 276,452 subjects of school instruction and discipline below the age of complete citizenship. Of these, 200,789 were enrolled in the public schools, 30,000 being 16 years of age and upward, with an average daily attendance of 128,044. It is encouraging to learn that of all this great army of nearly 300,000 wide-awakes only 14,639 underwent the time-honored discipline of a thrashing, and but 413 were suspended and dismissed for disorderly conduct. The average age of the pupils was 11.01; confirming the very serious fact that the average American child leaves school at 12 years of age or thereabouts.

Five thousand seven hundred and forty-seven teachers, of whom 726 had taught ten years or more, 1,042 five, 2,453 less than five years, presided over this crowd of young Americans, receiving according to their grades of certificates from $32.30 to $19.89 per month for an average school session of five months and ten days. For the training of these teachers the State has established 6 normal schools, in 1892 containing 1,015 pupils, of whom only 72 were graduated. Fifty-six teachers' institutes were held, in which 5,571, nearly the entire body, were instructed during the summer months. Of these 5,167 schools, only 17 were high, 145 graded, and 5,005 of the ordinary rural or village sort. We read that, during five years, these schools received 25,000 visits from school officials, 25,000 more from parents, and 60,000 from "other persons."

For the support of this great educational department of the Government, the State, in 1892, had a school fund of $347,617.49. It received by a railroad tax $54,730, and some $20,000 from other sources. The whole sum expended on the 5,000 teachers was $1,073,764.70. The receipts for building expenses were $685,247.23. The sum of all receipts for public education was $1,758,011.93, and the disbursements $1,436,062.53; a per capita expenditure of $10.25 for "average daily attendance," and $5.16 for "enumeration." The average rate of taxation was 34.84 cents on $100 for the support of teachers, and 25.60 cents for building. The valuation of property subject to taxation in West Virginia in 1892 was $217,352,729.64. The State received from the Peabody Education Fund for the training of teachers in the Peabody Normal School at Nashville, Tenn., and for normal schools and institutes at home, $3,500. The number of students in attendance at the State University in 1892 was 224, of whom 31 were graduated. This institution until recently was without a president. West Virginia, in comparison with the majority of Southern States, is not well supplied with collegiate and academic schools of the private, corporate, and denominational type. Bethany College, coeducational, is the chief of the denominational seats of the higher education, having matriculated 5,000 and graduated 730 students, and is now a more valuable institution than at any period of its history. West Virginia College, Broadus College, the West Virginia Normal and Classical Academy, the West Virginia Conference Seminary, Salem College, Shelton College, Barboursville College, St. Vincent (Catholic) College (the term "college" in these schools representing what is commonly understood by the title in the South), with perhaps a dozen secondary schools, complete the list that appears in the report of the State superintendent for 1891-92.

In comparison with the 16 States once known as slaveholding and still named as "Southern," West Virginia, educationally, occupies a most honorable position. Only 6 of these—Missouri, Kentucky, Maryland, Virginia, Texas, and Tennessee—according to the report of the National Bureau of Education, expended a larger sum for schools in 1890–91. The mother Virginia, for common school education, exceeded her youngest daughter by only $200,000. The "Empire State of the South," Georgia, with more than $100,000,000 additional property valuation and more than twice the population, fell below West Virginia in that year almost an equal sum. Compared with the Northern States, the most intelligent comparison would seem to be found in the State of Maine. With a smaller population, but with $100,000,000 additional valuation, the "Pine Tree State" expended in 1890–91 almost the same amount as the "Commonwealth of the Mountains" for the children. All conditions and circumstances taken into account, favorable and unfavorable, it may without exaggeration be asserted that no American State, within the past thirty years, has so distinguished itself by the zealous, intelligent, and progressive spirit of its people in the great cause of universal education as West Virginia. Well may the citizens of this Commonwealth, amid all the discouragements of the present troubled years, take heart for themselves and call upon the American people, in the Psalmist's words of encouragement and good cheer, to "lift up their eyes unto the hills from whence cometh strength."

Such was the condition of public education in West Virginia in 1892. The two years intervening between the last published report of the State superintendent of education and my own visit were doubtless characterized by the usual degree of steady progress, of which I took cognizance. The request to offer suggestions in regard to the future development of the common schools, of a State that has hitherto seemed to get on very well with little "aid and comfort" from without, is certainly a compliment no man should fail to appreciate. If I comply with this proposition

and, in the remainder of this essay, put forward a few suggestions for the further development of the vigorous system now on the ground, it will be rather to emphasize the almost unanimous opinion of the foremost practical educators of the State, both as expressed to myself and as set forth in numerous public appeals to the people. Indeed, in the last report of the State educational department, in 1891–92, several of these points were so fully presented and forcibly urged that it would seem a useless repetition to refer to them. Still, I am aware that the testimony of a stranger, who comes after a careful survey of education in all the States of the South, free from all entanglements, local and State, may be of use in calling the attention of the educational public to what their own educators are writing and saying; and may possibly show, by comparison with the policy of other States, North and South, the importance of certain lines of operation that seem not yet to have awakened a widespread discussion among the people and in the legislature. I am also aware that the chief deficiencies in the school teaching of West Virginia are paralleled even in the great adjacent Commonwealths of Ohio and Pennsylvania; also in the States that justly claim to have been the birthplace of the American common school. It is always in order, on every fit occasion, to stir up the intelligent people of city or country to the great defects in the administration of our American system of universal education; especially as nothing is needed for a beneficent reformation but an instructed and resolute public opinion that will persist in every useful experiment, despite "the shrieks of locality," or any of the familiar methods of arresting the progress of a national reform.

The first and last thing that attracted my attention during my visit to West Virginia was, that the great success in the organization and development of public education of which I have spoken has been due to a widespread determination and enthusiastic purpose among large numbers of the people of the State rather than the prominent leadership of "great educators." I have no disposition to ignore the services of the able teachers of both sexes, the educational statesmen and the leaders of public opinion, who have been conspicuous figures in this great work during the past thirty years. But West Virginia has not yet given to the country a great educational organizer or philosopher like Mann, Barnard, Curry, Sears, Harris, and others of only less influence. This fact I regard as of the highest importance in considering the advancement on the lines of the present success. Napoleon said, "When you want to move forward, let alone the leaders and go direct to the people." The one condition even of keeping the American common school up to its present estate of efficiency, not to say of inaugurating necessary and difficult reforms, is that the people whose children are educated therein and who pay for and, through their representative, superintend its management, shall be kept well informed, alive and alert, resolute to demand and insist on what is found to be necessary to efficiency at any time, place, or under any peculiar condition.

There is always a practical organization; especially of the abler educators of the secondary and higher departments of public, private, and parochial education; which is in possession of the leading press of the country and is always discussing with great learning and zeal every feature of the American system of schooling for American citizenship. This is as it should be. But no greater misfortune could befall any State than that the decision of such a professional body should be final, and the people's schools molded and administered according to the administration or suggestion of any "committee of ten" or combination of great educators. Just as the people of the United States can not afford to leave the Government, the church, or any matter of unusual interest to the sole charge of the clergy, the statesmen, or any professional clique or guild, however eminent, so especially must that portion of the people known as the educational public of every State keep its eye on the compass and its hand on the helm if the schools are to be worked for the children, rather than the children used to illustrate brilliant educational theories and glorify the experts.

The school system of West Virginia was, at first, forced upon the State as a result of the long, patient waiting of the best-informed and most practical people in the country for some effective method of educating the children and youth of their new Commonwealth. It has been brought up to its present estate by the continuance of this lively public interest. The educational worker, coming like myself into the State, at once feels the presence of a strong and sensitive public opinion in all matters connected with this supreme interest of the people. Nowhere, in a career of fifteen years, which has led me through every State of the South, have I found myself face to face with an educational public that so challenged the uttermost of information, wisdom, discretion, and experience in every utterance; so responsive to all progressive suggestions; so intolerant of sham and pretense, though indorsed by the most respectable authorities. It will be a great blessing if this high-water mark of public interest can be continued for a generation to come.

West Virginia has before it a destiny in the development of its vast resources which can only be realized by the education of its 300,000 children and youth of the

present up to a full appreciation of their home opportunities and obligations. No service to education can be so important for the next twenty years as the constant discussion of timely educational topics before the people by the ablest men and women of every profession, at home and from abroad. The thoughtful teacher who is longing for some outlet from the monotonous path which he is compelled to tread will do well to go direct to the people through the press and by speech, and tell them "where the shoe pinches," and what should be done for present relief. But, after all, the teachers of a State, however excellent, are only one of a half a dozen professions; probably neither better nor worse than similar professional bodies. No 500,000 schoolmasters and schoolmistresses can assume to be the final judges and administrators of the training of 20,000,000 of American children and youth for the loftiest position on earth, American citizenship. And if the discouraged and exasperated teacher has come to distrust and fear the power of the educational charlatan and political demagogue over the popular mind, he should remember that it is not by concentrating this fundamental interest of the people in the hands of a professional "ring," but rather by spreading far and wide the best information on this subject of supreme interest, that the educational public of every community may be lifted above the peril of falling into the power of a mischievous and ignorant leadership.

Every young graduate of a college or a normal school in West Virginia; every young lawyer and aspirant for public office, especially every clergyman, journalist, man of affairs, or intelligent workman; every ambitious West Virginia girl should give diligent and persistent study to the subject of common school instruction in the State, and on all suitable occasions, in clubs, in popular gatherings, in the schoolhouses, in sermons, through the press, and by the most radical educational influence, conversation, seek to enlighten and confirm the public opinion on which all good things depend.

There are States of this Union where a group of educators, among the most enlightened and zealous of the country, year in and year out, have gone up to the legislature with the most rational suggestions for reform in common school affairs, only to be repulsed, neglected, snubbed, and sent home to their old work of "making bricks without straw," bailing out the ocean with a sieve, or sweeping out the tidal wave of illiteracy with a hand broom. But this condition is somewhat their own fault. Too often the public gatherings of the leaders of educational thought have been little more than an interchange of pleasant courtesies between a club of pedagogues; or the precious hours have been wasted in a useless wrangle over petty details of everyday school work, with no recognition of or appeal to the people to whose good will they are indebted for the very existence of this great interest they so belittle through their narrow professional policy. It is not because the people of West Virginia have been derelict, but because they stand at the head of all the South in an awakened and sensitive condition of opinion, that we urge them "not to be weary in welldoing," to maintain and increase their interest in this momentous agency of universal education, and to keep in their own hands its future administration, as during the fruitful years of the past.

Second. It is worthy of notice that the most original work yet inaugurated by the schoolmen of West Virginia, the movement for the grading and graduation of common district schools, came up in the line of what has just been said. It was the rare popular instinct of County Superintendent Wade in awakening the interest of the parents and the general public to the schools that furnished a movement-power behind his plan, without which it would have been only another abortive suggestion for the reform of a great defect. Under the kindly and wise cooperation of the leading educators of the State, the present course of study and graduation has been elaborated and made compulsory in every country and village school.

But, having done this, the decisive question comes up, Can this excellent plan for the proper organization and administration of the schools in which nine-tenths of the children of West Virginia are educated be enforced in any but the most perfunctory and useless way? Unless the teachers of the State, at least 4,500 of the 5,000 of whom are at work in the country and village schoolhouse, are superior to the similar class in this portion of the Union, it will be an endless task to engineer this scheme, ending in disappointment, disgust, and a final "throwing up of the hands," with a lapse back into the old shiftless and wasteful habits. Hence a primary necessity of the present educational situation in the State would seem to be the concentration of the entire interest of the educational public on the better building up and extension of the arrangements for the training of teachers, especially for the country schools.

A dozen or two cities and larger villages of the Commonwealth were found not behind similar communities in other States in this respect. In several of the older cities there has been developed a quite remarkable group of faithful and successful home instructors in all grades. But we would urge the speedy establishment of a proper department for the training of teachers in every community of sufficient pop-

ulation and importance to support a good high school. In every high school are found several young people who are looking forward to the occupation of teaching. It is a prodigious waste of time and energy, as is so often done, to shoot the young graduate into the most responsible position of primary instruction; leaving the poor girl to run the fearful gauntlet that a crowd of fifty young children must be to anybody who is placed in authority over them, with no previous training. No superintendent can successfully train a corps of young teachers while overburdened with work. No superintendent can "keep school" over the head of the room teacher. In many of the larger schoolhouses in these towns we found the practice, almost universal in the South, of appointing a woman as nominal principal; holding her responsible for the school in a somewhat indefinite way, while giving her no time or opportunity in school hours to supervise or even know what is going on in her diocese. All this is wasteful and accounts for a great deal of the failure in the working of the educational system. The principal of every school, however small, should have the time and opportunity to overlook the work and direct with a firm hand the going on of the system. This can be done by an arrangement for a "teacher at large" in the school; or even by the daily consolidation of certain classes of pupils for general instruction. There are plenty of ways of doing it, if one sets about it with a determined spirit.

The superintendent of a graded school system often dissipates his power and deprives the community of his best services by giving up altogether the work of teaching. Of course, where a city can afford to place a competent master at the head of its high school, it will be best. But, in many of the smaller cities and larger villages of a State like West Virginia, the superintendent of schools is or should be the ablest teacher of the entire group. And he should be known as the real head of the high-school department, giving a portion of every day to recitations which bring the entire body of students under his immediate charge. Only in this way will this class of high schools be rescued from the condition in which they are so often stranded, a sort of upper-story school club, largely composed of young girls, presided over by a cultivated woman, gravitating to a sentimental and inefficient habit of trifling with ornamentals and meandering through "green pastures" and lingering "beside still waters," along "the lines of least resistance," shunned by the more energetic boys, who prefer to be "where something is going on." Almost every village of 2,000, or even 1,000, substantial people in the State, could have a high school department thus presided over by the superintendent of schools. His supervision of the primary and grammar grades will be all the more valuable because he is learning, up at the top of the system, what has been neglected or poorly done down below.

And the superintendent, or his most efficient assistant, should be put at the head of a department of instruction in every graded school, to give all who are proposing to teach a thorough course of study on the general subject of school keeping, with arrangements for observation and practice. This will, at least, do for the pupil what every professional school is expected to do for its students, somewhat reduce the terrible risk of letting loose a young man as doctor, lawyer, minister, upon a dependent community, in absolute ignorance of the work to be done.

I shall certainly not be accused of the failure to appreciate the rare and subtle power of a cultivated and trained womanhood in all positions of influence in public education. But I am more and more compelled to believe that one of the chief defects of our American common school keeping to-day is in the careless and reckless habit of filling our schoolrooms in city and country with a crowd of young girls; often destitute of knowledge, mental and moral training, or experience in life; suddenly projected, as from a tremendous propelling machine, from a course of study that has shut them up for ten years to a wearisome round of learning and reciting lessons; often without the usual experience in taking care of children which the daughter who is taken out of school for home work enjoys. The way is so clear to a reform in this respect in all cities and large villages that it would seem to be a matter of course that there should be established a department of pedagogy, as an indispensable feature of every graded school.

The State of West Virginia, according to its circumstances and conditions, during the past thirty years, has done an excellent service in the establishment of six normal schools for the training at present of 1,000 candidates for the office of teacher. It is "now the accepted time" to take another forward step in the direction of enabling these schools to do the proper work for which they were intended. The chronic weakness of the State normal school everywhere is the fact that it is thronged with young people, largely girls, who come with neither academical nor any other fitness to receive the professional training which is the only excuse for the public support of this class of seminaries. It is not too much to say that, in nine-tenths of this class of schools in the country, the great emphasis of the instruction must be laid on the teaching the majority of these youths the common branches they are expected to handle. Of course, if this instruction is by experts, and in accordance with the best methods, it is a great improvement on the ordinary routine of the private

academy or high school. But I only state the plain fact, that the State normal schools are now everywhere under fire, and are being "put upon their mettle" as never before. In Massachusetts, the State that first inaugurated the system more than half a century ago, and already supports six normal schools and a score of city training schools not inferior to any in the country, the legislature, at the last session, resolved to set up four additional seminaries; with the stern proviso that, after 1895, an education equivalent to a high school graduation shall be the imperative condition of admission to all. Whether this law can be enforced, even in a State that has made provision that every child in the Commonwealth shall have the opportunity of a high school education at public expense, is a question. But it is a move in the right direction, and indicates the upward trend of the road along which the young American teacher must now travel if ambitious of success.

In the three normal schools visited in my late tour in West Virginia, I found a remarkable efficiency in the teaching force. I did not see an indifferent or inefficient teacher among all those employed. But, even in the largest and most thoroughly developed of all, the school at Fairmont, I found a serious defect in the lack of good previous academical training in many of the pupils. I can well appreciate the dearth of home opportunities that sends so many of these young girls and boys up to the State normal school to learn even the "three R's" in any way that would qualify them to teach in the humblest school. But all the more should the State labor to produce some method by which not a more earnest and faithful, but a better prepared body of students can be obtained. I say this, assuming that the schools I visited were a fair representative of the remaining three I hope, at some future time, to see. I am aware that this must everywhere be a difficult operation; to lift up the ground floor of all these schools. But the sense of the importance of the work is the first condition of success. It will be found a practical impossibility to work the system of grading and graduation in the country schools now proposed without such a decided uplift of the average teaching force in the rural districts as can only be secured by a bold pushing to the front of all institutions of this class.

One thing can be accomplished, and it would greatly relieve the strain in all these schools. An arrangement can be made with the local public schools of every city and village in which a State normal is located for such a cooperative organization as will enable these public schools to be, in a certain degree, under the supervision of the normal school authorities; their teachers chosen from the best of the graduates; their classes utilized for the observation and practice of the upper grades of students, with equal advantage to the children and the pupil teachers. A little "model school," patched up from such an odd lot of children as can be gathered outside the public school, is only a farce. Every State normal school should be in vital contact with the entire system of public instruction in the community where it is located, and in all possible ways should aid and be aided by the arrangement. In this way the public schools of these towns, instead of being inferior, living in a state of petty jealousy of the normal, would become the notable centers of education in the county. Good families would remove there to educate their children, and the village people, instead of giving themselves up to a miserable "nagging" of the State institution, would consult its own profit in all ways by cheerful cooperation. By this arrangement every graduate from the State normal will go forth with twice the ability to assume the work in the country schoolroom.

The State University, Bethany College, and every considerable secondary school, public, private, or denominational, should at once establish a vigorous department of pedagogics for the training of its young graduates. It is high time that the scandal of sending forth the college boy or the seminary girl, absolutely ignorant of the history or meaning of the great profession they so confidently invade, in the language of the Apostle, "Not knowing whether there be a Holy Ghost," to occupy the most responsible positions of instruction in the most important seminaries should cease. This crude, provincial, clumsy way of operation might have been winked at half a century ago, but the school life of to-day demands that all higher seminaries make the experiment of a class of pedagogy; give to this department every opportunity for "thorough" study; form a combination with the public school of the neighborhood for observation and practice, and in every way prepare the graduate for the work to which he may be called.

Of the institute work, so vigorously carried on in the State, it can only be said that this is for the improvement of teachers already in harness. The fundamental and imperative duty of the State, for many years to come, should be the preparation of a better class of material and a more thorough training for the mass of teachers of country schools. I have great faith in a people that has done so much as in West Virginia, in a time so short, for the children. I believe the Commonwealth will respond to the awakening demand of the most reliable educators for an enlargement and a deepening of this, the very soul of the educational activity of the State.

Third. The late State superintendent of free schools, Mr. B. S. Morgan, earnestly calls attention to the lack of provision for secondary education in the arrangement

of the public school system and suggests a plan for relief in this direction. It is evident that here is the weakest link in the educational chain of the Mountain State. If it be true that in 1892 there were but 17 free high schools for the 200,000 children and youth of the State, only 5 of these maintaining a three years' course, "the other 12 comprising the higher grades in graded schools, the amount of work being quite limited and irregular," and that "only 11 per cent of the school population of the State enjoy the advantages of high school instruction, there is evidently a loud call for a movement in this direction. This deprivation is all the more felt by reason of the comparatively small number of reliable academies in West Virginia; which, in this respect, seems to lag behind all the States of the South. It is difficult for an outside observer to understand why the prosperous city of Wheeling, foremost in the days "before the flood" in the organization of public schools, should still "linger shivering on the brink and fear to launch away" in the establishment of a high school that would be a model and inspiration to the Commonwealth. The admirable service of the superintendent and able principals of the several grammar schools of that city in caring for the higher grades in these buildings seems to have persuaded the educational public to let them go on indefinitely trying to perform this double duty. But sooner or later, despite the most conscientious service of teachers in the primary and grammar grades, a school system bereft of its proper arrangement for the secondary education will become like the fabled tribe of men who go about "carrying their own heads under their arms." God created the head to rise above the shoulders, and the idea of an educational system that has not the high school in a community able to bear its expense, is supplying one illustration more of the favorite doctrine of the small politician, knocking out the brains of things to save money. The feet do not move the head, but the head moves the feet, is a maxim as true in the common school as in physiology. Without an effective head, any common school system inevitably falls under popular disrepute, as an inefficient arrangement that looks up to another and a radically different system to piece out its work. The State of Massachusetts has followed out the irresistible logic of the common school idea by making the support of a high school, with a classical department of forty weeks, compulsory on all places of a certain population and valuation; and of an English high school in all towns of a certain lower standard, with the provision than any one of its 330 towns not included in these two classes may, by vote in town meeting, establish a school of the same grade. By the act of the legislature in the past season, every town in the State is now compelled to pay tuition for the high school instruction of all its children who may require and are prepared for it.

Of course, no State of the type of West Virginia, with a people so dispersed over a wide area, and few towns of sufficient size and valuation to support a proper high school, can expect to adopt a system of this sort. This deprivation of many of the children of the Southern States of high school opportunities is one of the chief disabilities of their educational system. We have always hoped to see in these States a fair trial of the support of a proper free high school by each county, in which all youth of suitable acquirements could be educated. Established at the county town, with a department for instruction in pedagogics and arrangements for industrial training, it would easily become the most attractive institution in the county, and be a constant stimulant to the entire system of rural district instruction. Especially in West Virginia, where the present system of grading and graduation for country schools is in operation, it would be practicable, and place the State in the front rank of educational Commonwealths. The proper way to begin would be for some enterprising county to try the experiment. One year's success, and with proper management there need be no failure, would put the movement on wheels and send it "booming" up and down the State.

Meanwhile, as already suggested, it behooves the cities and districts that attempt to sustain a public high school to make it so efficient that it will attract a larger number of pupils. One of the most serious features of the school life of the South is the small number of boys over 15 years of age found in the schoolroom. One reason, we believe, is the weariness and disgust of the average boy at a great deal of the "fooling" in the lower grades, from the inexperience and weakness of the teachers. Long before he reaches the perilous age of 14 this youngster has a very definite idea that he will get out of that sort of life as soon as may be. But a good high school, presided over by a competent man or an exceptional woman, will be an elevator to lift up large numbers of boys who need especially that superior school training between the years of 14 and 18 which will tell on their entire future life. The chronic defect of the present English system of public instruction, established the same year as the public schools in Virginia, is that it can not obtain Parliamentary aid above the elementary grades. As a consequence, it is regularly avoided by the "middle class," and remains, with all its undeniable merits, a school for the poor. It is not well that a State that thirty years ago cast in its lot with the new American ideal of public and private life, should linger longer in the cold shadow cast across the ocean by the conservatism of the mother land.

Fourth. It is not remarkable that the system of county supervision, as now practiced or rather endured by all the Southern and the majority of the Northern States, should be a fit target for the criticism of every superior educator; and that the State Educational Association of West Virginia, two years ago, should have entered a vigorous protest against the farce to which it so often degenerates. I believe, in this respect, this State is better served than the majority of the Commonwealths of the section. In more than one of these States, the system has become a dry rot at the center of every county organization of public instruction, costing the State, by the failure of educational results, a hundred fold of what is saved by the pitiable economy that keeps it in its present almost useless condition. But when we are told, in the report of the State superintendent of West Virginia, in 1892, that for the salary of $300 even this State demands an amount and quality of work from a county superintendent for which an educational expert, worth $3,000 a year in any market, is needed, we can appreciate the remark of crusty old Dr. Johnson, in reply to the chronic domestic wail over the servant-girl question: "You can't expect all the Christian virtues for three and sixpence a week." In a former essay on education in southwest Virginia, where a similar condition of affairs exists, we suggested that a change to a system of district supervision by a competent educator, man or woman, with an ample salary and provision for traveling expenses, would be a great advantage to the schools, with a far more efficient oversight of the local officials for attention to routine duty. With greater care, by the districts, concerning the election or, in States where they are not elected, the appointment of local trustees, there would be no special difficulty by this method in handling a large district in a way far more effective than at present. A strong man or woman, wholly devoted to this work of supervision, with the local authorities in active cooperation, can far more easily supervise the educational affairs of several counties than is possible with the meager provisions of the present law. We are convinced that this arrangement must eventually come; and when it does, the State will for the first time reap the full benefit of its system of common schools.

Fifth. In our observation of public educational affairs through the sixteen States usually classed as Southern, we have had frequent occasion to deplore the popular prejudice against the State university, which has led several of them to insist on a separation of the State and agricultural and mechanical colleges. Within a few years both the Carolinas have thus divided their resources. Texas, Virginia, Alabama, and Mississippi have already gone and done likewise. Only in Kentucky, Missouri, Tennessee, Arkansas, Maryland, Delaware, and West Virginia, and partially in Georgia and Florida, has the united university system been fairly tested, and even there without the full success it deserves. The responsibility for this separation of what should be married together in the higher education is about equally shared between a class of representatives of the higher education and the leaders of the rising "People's Party" in public affairs. It can not be denied that, in too many cases, the establishment of an industrial department in the State university has been stoutly resisted by the extreme advocates of the old-time classical college, and, when the arrangement has been forced upon them by the establishment of the agricultural and mechanical department, the annex has received a persistent "cold shoulder."

Of course, this has justly excited the indignation of a large number of intelligent people, who expected much from the national bounty in this direction; and the feeling thus awakened has in more than one case resulted in the separation of the State university into two rival institutions, with no connection; with an ill-concealed assumption of superiority by the older and regular foundation. With the exception of Virginia, Texas and possibly Alabama, none of these States which have yielded to this pressure has shown itself able to support both these institutions in a way sufficiently generous to place them alongside the colleges and universities of many other States. In some instances the original State university has been so crippled that its usefulness has been greatly impaired. Meanwhile the agricultural college has usually been, in its academical department, at best a secondary high school; the majority of its students a throng of youths, neither fitted for college life nor qualified for such expert industrial training as they would be able to offer. The military arrangement seems often to have made the school a refuge for a large contingent of "bad boys," whose parents are glad to throw upon the State a responsibility that has become a burden to themselves.

But the tendency of all superior American university life, at present, is to include in its broad circle all that is really feasible in a rational scheme of college training. The most efficient university foundations in the States west of the Alleghanies are Washington University, in St. Louis, Mo.; Leland Stanford, in California; and Tulane University, New Orleans, La. All these include a department of technology, with a system of manual training, industrial drawing, and ornamental art culture in their curriculum. There would be no special difficulty in adding to these a proper school of instruction in scientific agriculture, with such experiments as may be profitable for this class of students.

It appeared to me, in the few days I was permitted to enjoy the delightful hospitality of the university and the citizens of Morgantown, that West Virginia is now in a fair way of including in its State University the best results of the modern experiment of combining in the circle of the higher education all the applications of science to industrial life. With the arrangement of its academical faculties for all departments of culture; its superb situation; its admission of women to university opportunities; its interesting experimenting in a department of pedagogy; the rapid development of its departments of agriculture and mechanics; and its good work in other directions; there would seem to be in its organization a safeguard against any popular upheaval which would separate and thus dissipate the moderate resources of the State. With the gradual development of the secondary education and the increase of fit preparatory schools, there should be no reason for the neglect to secure the correlation of all public and a friendly relation with all superior private schools which will make for the greatest good of the Commonwealth.

Sixth. Ninety of every one hundred men and women who have graduated even from superior schools never return to thorough study after their graduation, save in the direction of their own occupation or profession, but depend on reading for their entire mental growth as far as it is derived from books. The crying need of the entire Southern section of our country, as I have observed it during the past fifteen years, is the lack of good reading matter to supplement the instruction in the schools. It is almost incredible that, through entire sections of the country, outside of occasional private collections, this dearth of opportunity for good reading should be so marked. The inevitable result of the absence of good reading is the coming in of the deluge of weak, mischievous, and often abominable matter, that makes a thoughtful man almost deny the value of learning to read at all. Every country railroad station or village news stand in the South is becoming a depot for this literary "fodder," which finds its physical parallel only among the unfortunate creatures represented as washing down a meal of dirt with a swash of moonshine whisky. In our late visit we were encouraged to find in several of the larger towns and cities of West Virginia the hopeful beginning of a public library; with collections of valuable reading matter in some of the larger public schools. But the great need is in the open country; and one of the first movements by the State legislature should be a law to encourage the formation of libraries in every school district, by an offer of a moderate State bounty conditioned on the effort of the people to help themselves in this way. The great revival of the common school in 1837–1848, under the leadership of Horace Mann, Henry Barnard, and like-minded reformers, was signalized by the effort to establish common school libraries in the leading States of the North. In Massachusetts, New York, and Ohio, and other States, this plan was carried out with a good measure of success. The library everywhere became one of the most powerful auxiliaries to the building up of an effective system of public instruction. To-day, in all the foremost centers of education in the Union, the public library has become a practical annex to the public school; the teachers using it to awaken and develop a correct taste for reading in their pupils with the happiest results. One of the results of this habit of making district school collections of good books in the open country will be the final establishment of good free circulating libraries in all considerable villages. Nothing will so conduce to the arrest of the present alarming depopulation of extensive country districts, by which the best young people are being swept away into the vortex of city or the chances of new village life, as the multiplication of good schools, libraries, and the means of good inexpensive education amid the surroundings of unspoiled nature; where the great open volume of the visible world is all the time supplementing the best work of the teacher in the schoolroom.

Seventh. There remains but one further topic connected with the development of the common school in West Virginia to be considered: but that is so important that it might well have been treated at first, rather than at the close of this essay; were it not that industrial education can not be separated from the proper training of the schools without degenerating to that narrow teaching of a trade which gives us the mechanic without the furnishing of the man. In no State visited during our ministry of education in the South has there been found such an imperative necessity for a great organization of industrial education, in all classes, as in this and the corresponding region of southwestern Virginia. But in no States, deficient as are all the States of the South in this respect, is there so little apparent interest in this great subject as here. Outside the agricultural and mechanical departments of the State University, now first coming into prominence, and perhaps two or three schools for the whites, and the State school for colored youth, we saw little indication that the educational public had seriously considered the question. Even the very important subject of drawing in the public schools appeared to be handled with little regard to its bearing on industrial training and with no great degree of success.

But surely, if this State is ever to realize her "manifest destiny" amid her sister Commonwealths, it must be in the development of her prodigious resources in mineral

wealth, manufactures, and a skilled agriculture. Fortunately, West Virginia has not yet been ravaged, as all the Atlantic and Gulf States of the South have been, by that wasteful style of farming which George Washington predicted, a century ago, would change Northern Virginia to the wilderness so much of it is to-day. It is only by such a training as will bring to the front a generation, native to the State; a body of people competent to appreciate the great opportunities in her abundance of woods, the cultivation of grasses, grains, fruits, and garden crops, that the agricultural capabilities of Western Virginia can be fully developed. The day has passed when any American State can ever again hold such political relations to the Union as Virginia maintained for half a century. No Commonwealth in the future can have that dominating public influence that Virginia, Kentucky, South Carolina, Ohio, New York, and Massachusetts have had at different periods of American history. Rapid transit is the death of local and even State superiority in such directions. It is now only by the superiority in the skilled industry which concentrates all the scientific research and knowledge of the day upon the improvement and enlargement of our human life that any State can hope to excel or even maintain what has already been gained. Every feature of the country; every material deposit in mines, "burning springs," forest, or water power, calls aloud to the Mountain State to prepare for that coming of the Lord which, in the gospel of American life, means the fit development of the resources with which the God of nature has endowed the great mountain world, of which West Virginia is at present the head, and of which she may be the pioneer of a success impossible now to predict.

The problem of industrial education in both the Virginias, especially in West Virginia, to-day, is a plain statement of facts and a preparation for impending conditions. Within twenty years many thousands of skilled workmen and workwomen in all the varied industries that must be developed in States so favored by nature will be called for, with such opportunities for honorable success in life as have never been offered to the masses of their people before. The youth of this State are not inferior in any of the natural gifts that make the trained worker, the inventor, the supervisor of industries, the leader of those great industrial combinations that have built up the civilization of the foremost States of the Union. Will the Commonwealth of West Virginia let slip the present opportunity to give to the present generation of her children and youth that training of the hand and development of executive faculty, without which the culture of the mind and even the development of right living may yet leave a people unfitted to face the opening opportunities and stern demands of the day and hour? If twenty years hence, perhaps earlier than that, this call finds no large response from the native youth of the State, the inevitable result will be that they will be crowded out of their own heritage; pushed onward toward the setting sun, to fill some gap of border civilization, and repeat the hard life of the fathers and mothers in settling another new country; while the young men and women of liberal commonwealths will come in and reap the harvest.

It is not a year too early for the people of this Commonwealth to consider this matter. For whatever statesmen, not to say politicians, may affirm, this simple enterprise of developing the industrial faculty of a generation is a hundredfold more important to the future destiny of an American State than the solution of the vexed problems that now agitate the American Congress and divide the great political parties into hostile armies, contending for the administration of the Government. For there is nothing that a generation of well-schooled, industrially trained American young men and women can not do in the line of the development of agriculture, manufactures, and commerce, even in the face of the disabilities of natural environment, the hindrance to prosperity from false economic ideas, and foolish legislation against the eternal laws of national development.

Every considerable city in West Virginia should at once make haste to establish an industrial department in connection with its public schools, in which, at least, all who are disposed may have the opportunity to prepare for success in life. And here is the opportunity for the prosperous men of all these communities, whose wealth has been amassed through the industrial developments of the past thirty years, to aid in the foundation and support of such an annex to the common schools. Almost every considerable city in the leading States of the Union now has a foundation of this sort, which offers to the ambitious youth of either sex the opportunity to prepare for what is before them. Only by this broad development of public industrial training shall we be able to lift our operative and mechanical classes out of the rut of that narrow policy, inaugurated by the labor union, which seeks to close up the avenues to the apprenticeship of trades, and amounts, practically, to shutting the American youth outside the opportunity to earn his bread by the training of the brain as well as by the sweat of the brow. It will be wise if the intelligent farmers of the State close round the agricultural and mechanical department of the State University, and insist that every inducement and opportunity shall be given in connection with it for the training of the skilled captains of the soil, the commanders of manufacturing and engineering industries, and especially, that

the cultivated young women of the State shall avail themselves of the extraordinary opportunities now offered there for instruction in gardening, fruit culture, and all that makes the country home the paradise of which we read in the poets, but which in reality it so rarely is.

For a generation or more, West Virginia will hold the educational and industrial leadership of this great mountain land at the center of this old Republic. Here is to be witnessed, in the near future, a repetition of the rapid growth on the far Western border, with no danger of the fearful reaction and collapse which now threatens vast regions of that inhospitable country. An intelligent comprehension of the situation and a resolute effort at making herself, not only the foremost in the schooling, but a pioneer in the trained industrial educational movement of the time, will not only build up the Commonwealth at home, but render, perhaps, the best service now possible to the Republic. For, surely, nothing can more certainly make for the future welfare of the new Republic than this strengthening of the old East and the original Northwest, from the Atlantic to the Mississippi, by building up at their center this magnificent mountain realm, in which is now garnered up the future prosperity of half a dozen States. Here, with the judicious support of the wealth of the great Commonwealths; the concentration of their educational, religious, social, and skilled industrial forces, may be wrought out among these mountains and valleys a civilization that will attract a new tide of immigration from every section of the Union, and mightily strengthen those great conservative agencies on which we now rely for the salvation of the nation. Surely, the call of Providence was never more distinctly heard than to-day, to the people of this most interesting of the new States of the Union—that the splendid inauguration of the Commonwealth, a generation ago, shall become a prophecy of a larger and nobler life through centuries to come.

CHAPTER IX.

REPORT ON EDUCATIONAL AFFAIRS IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1893.

SIR: I have the honor to submit the following annual report of the general agent of education for Alaska for the year ending June 30, 1893:

In the summer of 1890, in accordance with your instructions, I visited northern Alaska and established schools for the Arctic Eskimo at Cape Prince of Wales, Point Hope, and Point Barrow. Through the courtesy of the Secretary of the Treasury and of Capt. L. G. Shepard, chief of the Revenue Marine Division of the Treasury Department, I was permitted to accompany the U. S. revenue marine steamer *Bear*, Capt. M. A. Healy, commanding, on her annual cruise in Bering Sea and the Arctic Ocean.

In addition to conveying me to the points designated, Captain Healy was under instructions from the Secretary of the Treasury to visit the coast of Siberia and distribute presents to the Koraks around Cape Navarin in return for shelter and food furnished shipwrecked American whalers. He was also under commission from Superintendent Porter, of the Census Office, to take a census of the native population along the Arctic coast of Alaska and the islands of Bering Sea, which population could not be reached by the usual enumerators.

The trip to Siberia enabled me to make a cruise of 700 miles along that little-known coast, and study somewhat the character of the native population under conditions corresponding with those under which life must be maintained in Alaska. I found them to be a hardy, active, and well-fed people, owning tens of thousands of head of domestic reindeer.

The taking of the census of Arctic Alaska furnished me even more extensive facilities for studying the condition of the Eskimo of Alaska. I found them, like their neighbors on the Siberian side, to be a hardy and active people, but because they had never been instructed to depend upon the raising of reindeer as a support, unlike the Siberians, they were on the verge of starvation. The whale and walrus that formerly had constituted the principal portion of their food have been destroyed or driven off by the whalers, and the wild reindeer that once abounded in their country have been killed off by the introduction of breech-loading firearms.

The thorough canvass of the native population for enumeration, necessitating a landing wherever even one or two tents were seen on the beach, furnished unusual opportunities for observing the educational needs of that people and learning the great difficulties under which schools will have to be carried on.

Upon my return to Washington I had the honor on November 12 to address you a preliminary report of the season's work, emphasizing the destitute condition of the Alaskan Eskimo.

On the 5th of December this report was transmitted by you to the Secretary of the Interior for his information and on the 15th transmitted to the Senate by Hon. George Chandler, Acting Secretary of the Interior. On the following day it was referred by the Senate to the Committee on Education and Labor.

On the 19th of December, Hon. Louis E. McComas, of Maryland, introduced into the House of Representatives a joint resolution (H. R. No. 258) providing that the act of Congress approved March 2, 1887, "An act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto" and an act approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provisions of an act of Congress approved July 2, 1862," should be extended by the Secretary of the Interior over Alaska, with the expectation that the purchase, improvement, and management of domestic reindeer should be made a part of the industrial education of the proposed college.

The resolution was referred to the Committee on Education, and on the 9th of January, 1891, reported back to the House of Representatives for passage. (See Appendix A.)

It was, however, so near the close of the short term of Congress that the resolution was not reached.

When it became apparent that it would not be reached in the usual way, the Hon. Henry M. Teller, on the 26th of February, moved an amendment to the bill (H. R. No. 13462) making appropriations for sundry civil expenses of the Government for the year ending June 30, 1892, appropriating $15,000 for the introduction of domestic reindeer into Alaska, which was carried. The appropriation failed to receive the concurrence of the conference committee of the House of Representatives.

Upon the failure of the Fifty-first Congress to take action, and deprecating the delay of twelve months before another attempt could be made, with your approval, I made an appeal in the Mail and Express of New York City, the Boston Transcript, the Philadelphia Ledger, the Chicago Inter Ocean, and the Washington Star, as well as in a number of the leading religious newspapers of the country, for contributions to this object. The response was prompt and generous; $2,146 were received. (Appendix B.)

As the season had arrived for the usual visit of inspection and supervision of the schools in Alaska, you were kind enough to direct that in addition to my regular work for the schools I should continue in charge of the work of transplanting domesticated reindeer from Siberia to Alaska. As the natives of Siberia, who own the reindeer, know nothing of the use of money, an assortment of goods for the purpose of barter for the reindeer was procured from the funds so generously contributed by benevolent people in answer to the appeal through the newspapers.

The Honorable Secretary of the Treasury issued instructions to Captain Healy to furnish me every possible facility for the purchase and transportation of reindeer from Siberia to Alaska. The Honorable Secretary of State secured from the Russian Government instructions to their officers on the Siberian coast also to render what assistance they could, and on May 25, 1892, I again took passage on the revenue-cutter *Bear*, Captain Healy in command, for the coast of Siberia.

The proposition to introduce domesticated reindeer into Alaska had excited widespread and general interest. In the public discussions which arose with regard to the scheme a sentiment was found in some circles that it was impracticable; that on account of the superstitions of the natives they would be unwilling to sell their stock alive; further, that the nature of the reindeer was such that he would not bear ship transportation, and also that even if they could be purchased and safely transported the native dogs on the Alaskan coast would destroy or the natives kill them for food. This feeling, which was held by many intelligent white men (Appendix C), was asserted so strongly and positively that it was thought best the first season to make haste slowly, and instead of purchasing a large number of reindeer to possibly die on shipboard, or perhaps to be destroyed by the Alaskan dogs (thus at the very outset prejudicing the scheme), it was deemed wiser and safer to buy only a few.

Therefore, in the time available from other educational duties during the season of 1891, it seemed important that I should again carefully review the ground and secure all possible additional information with regard to the reindeer, and, while delaying the actual establishment of a herd until another season, that I should determine the correctness of the objections that the natives would not sell and the deer would not bear transportation by actually purchasing and transporting them.

The work was so new and untried that many things could only be found out by actual experience.

First. The wild deermen of Siberia are a very superstitious people, and need to be approached with great wisdom and tact.

Upon one occasion, when Captain Healy purchased a few reindeer for food, the following ceremonies were observed: When getting ready to lasso the deer the owner's family seated themselves in a circle on the ground, where probably some rites connected with their superstitions were observed. Upon attempting to approach the circle, I was motioned away. After a short time the men went out and lassoed a selected animal, which was led to one side of the herd. The man that was leading him stationed himself directly in front of the animal and held him firmly by the two horns. Another with a butcher knife stood at the side of the deer. An old man, probably the owner, went off to the eastward, and placing his back to the setting sun seemed engaged in prayer, upon the conclusion of which he turned around and faced the deer. This was the signal for knifing the animal. With apparently no effort, the knife was pushed to the heart and withdrawn. The animal seemed to suffer no pain, and in a few seconds sank to his knees and rolled over on his side. While this was taking place the old man before mentioned stood erect and motionless, with his hand over his eyes. When the deer was dead he approached, and taking a handful of hair and blood from the wound, impressively threw it to the

eastward. This was repeated a second time. Upon the killing of the second animal, the wife of the owner cast the hair and blood to the eastward.

Since then I have often observed the man who was selling a deer pluck some hair from the deer and put it in his pocket or throw it to the winds for good luck.

If a man should sell us deer, and the following winter an epidemic break out in his herd, or some calamity befall his family, the Shamans would make him believe that his bad luck was all due to the sale of the deer.

Second. The Siberian deermen are a nonprogressive people. They have lived for ages outside of the activities and progress of the world. As the fathers did, so continue to do their children.

Now, they have never before been asked to sell their deer; it is a new thing to them, and they do not know what to make of it. They were suspicious of our designs. And in reference to this state of mind I have found that being on a Government vessel has been of great assistance. It impresses the natives with confidence that they will be treated honorably and justly. This moral effect was so great that we secured results that otherwise could not have been obtained so easily.

Then, Captain Healy, commander of the *Bear*, is well known for thousands of miles on both sides of the coast, and the natives have confidence in him. With a stranger in command I am confident that but little would have been accomplished in the summer of 1891.

Purchasing reindeer in Siberia is very different from going to Texas and buying a herd of cattle. In Texas such a sale could be consummated in a few minutes or hours. But in Siberia it takes both time and patience.

Upon the anchoring of the ship in the vicinity of a settlement the natives flock aboard, bringing skins and furs to exchange for flour, cotton cloth, powder, lead, etc.

Once aboard they expect to be fed by the captain, and bucket after bucket of hard bread is distributed among them. They know perfectly well that we are after reindeer, but nothing is said about it. They have to be feasted first. They are never in a hurry and therefore do not see why we should be.

After a little small presents are judiciously given to the wife or child of a leading man, and when everyone is in good humor a few of the leaders are taken into the pilot house and the main subject is opened. After much discussion and talking all around the subject, one man is ready to sell twenty and another perhaps only two. After all is arranged the leading men send their servants off after the deer, which may be in the vicinity or four or five days' journey away. Sometimes these delays consume a week or more at a place.

Another difficulty arises from the fact that they can not understand what we want of the reindeer. They have no knowledge of such a motive as doing good to others without pay.

As a rule the men with the largest herds, who can best afford to sell, are inland and difficult to reach.

Then business selfishness comes in. The introduction of the reindeer on the American side may to some extent injuriously affect their trade in deer skins. From time immemorial they have been accustomed to take their skins to Alaska and exchange them for oil. To establish herds in Alaska will, they fear, ruin this business.

Another difficulty experienced was the impossibility of securing a competent interpreter.

A few of the natives of the Siberian coast have spent one or more seasons on a whaler, and thus picked up a very little English. And upon this class we have been dependent in the past.

It is very desirable that a native young man should be secured and trained as an interpreter who could be employed regularly, year after year.

However, notwithstanding all these difficulties and delays, Captain Healy with the *Bear* coasted from 1,200 to 1,500 miles, calling at the various villages and holding conferences with the leading reindeer owners on the Siberian coast. Arrangements were made for the purchase of animals the following season. Then, to answer the question whether reindeer could be purchased and transported alive, sixteen were purchased, kept on shipboard for some three weeks, passing through a gale so severe that the ship had to "lie to," and finally landed in good condition at Amaknak Island, in the harbor of Unalaska, having had a sea voyage of over 1,000 miles.

Thus the results of investigations for 1891 were:

First. The cultivation of the good will of the Siberians.

Second. The actual purchase of sixteen head of reindeer.

Third. That reindeer can be transported with the same facility as other domestic cattle; they being safely loaded, kept on shipboard for three weeks, and landed in good condition 1,000 miles away.

Upon my return to Washington in the fall of 1891 the question was again urged upon the attention of Congress, and on the 17th of December, 1891, the Hon. H. M. Teller introduced a bill (S. 1109) appropriating $15,000, to be expended under the direction of the Secretary of the Interior, for the purpose of introducing and main-

taining in the Territory of Alaska reindeer for domestic purposes. This bill was referred to the Committee on Agriculture and Forestry, Hon. Algernon S. Paddock chairman. The committee took favorable action and the bill was passed by the Senate on May 23, 1892. On the following day it was reported to the House of Representatives and referred to the Committee on Appropriations. A similar bill (H. R. 7764) was introduced into the House of Representatives by Hon. A. C. Durborow and referred to the Committee on Agriculture.

On April 15 Hon. S. B. Alexander, of North Carolina, reported the bill to the House of Representatives with the approval of the Committee of Agriculture. (Appendix D.) The bill was placed on the Calendar.

On the 2d day of May, 1892, I started for my third summer's work on the coast of Siberia and Arctic Alaska in the U. S. S. *Bear*, Capt. M. A. Healy commanding.

In accordance with your instructions, all the time that could be spared from the schools was given to the establishment of the experimental reindeer station.

Upon reaching Unalaska, May 22, I was much encouraged to learn that the reindeer left last fall on Amaknak and Unalaska Islands had wintered successfully and were in good condition, with an increase of two.

We reached Cape Navarin, Siberia, on the 6th of June, and proceeding north called at various points on the coast. Our progress was greatly hindered by heavy fields of ice. The good ship had two anchors ground up and one of the blades of the propeller broken off by the ice. Upon several occasions we were so surrounded that the propeller was stopped and the ship moored to the ice. A less staunch vessel would have been unable to stand the strain. However, during the season five trips were made to Siberia and 175 reindeer purchased, brought over, and landed at the head of Point Clarence, which being the nearest good harbor to Asia on the American side, and a central point for the distribution of deer, I had selected, June 29, as the location of the first reindeer station.

The first installment of deer, numbering 53, was landed at the new station at 6 o'clock on the morning of the 4th of July.

Mr. Miner W. Bruce, of Nebraska, was appointed superintendent of the station and herd, with Mr. Bruce Gibson, of California, as his assistant. (Appendix H.)

Upon the establishment of the experimental reindeer herd at Port Clarence it became important to gain information concerning the surrounding country.

To secure full and reliable information with reference to pasturage in the vicinity of Bering Straits I had the previous season employed Mr. W. T. Lopp, teacher at Cape Prince of Wales, to make two trips northward along the coast in midwinter (1891–'92), when the moss might be expected to be covered with ice and snow (see Appendix E), and in the fall of 1892 sent Mr. Bruce Gibson, assistant superintendent of the reindeer station, with a party of natives, to the northward of Port Clarence (see Appendix F), and a few weeks later Mr. Miner W. Bruce, superintendent of the station. (See Appendix G.)

These several reconnaissances proved both the abundance of moss and its accessibility for winter pasturage to the new station.

A comfortable house, 20 by 60 feet, was erected as a residence for the superintendent and his assistant, and also for the storing of the annual supply of provisions and barter goods.

Close to the main house two comfortable dugouts were built for the use of the herders. Four Siberians, well acquainted with the management of reindeer, were brought over and placed in charge of the herd. With the Siberians were placed a few young men from the Alaskan Eskimo, who are expected to learn the management and care of the herd. The present expectation is to increase the number of Alaskan boys, who shall become apprentices to the herders, and when they have sufficiently learned the business and proved their capability to take care of reindeer, a small herd will be given each one as his start in life. As from year to year the number of such young men is increased and a number of the natives become herders, the herds will naturally become more and more distributed throughout the country until eventually the whole northern region shall be covered with them, as the similar regions of Siberia and Lapland are now covered. (Appendix J.)

With the accomplishment of this result several important objects will be attained.

PERMANENT FOOD SUPPLY.

In the first place, the population, which is now upon the verge of starvation, will be furnished with a permanent, regular, and abundant supply of food. As has already been stated the native supply of food in that region has been destroyed by the industries of the white men. (Appendix K.) The whale and walrus that once teemed in their waters and furnished over half their food supply, have been killed or driven off by the persistent hunting of the whalers. The wild reindeer (caribou) and fur-bearing animals of the land, which also furnished them food and clothing, are largely being destroyed by the deadly breech-loading firearm. It will be impos-

sible to restock their waters with whale and walrus in the same way that we restock rivers with a fresh supply of fish. But what we can not do in the way of giving them their former food, we can, through the introduction of the domestic reindeer, provide a new food supply.

Upon our return southward from the Arctic Ocean in the fall of 1891, Captain Healy providentially called at the village on King Island, where we found the population starving. The appeal for food was so pressing that the captain detailed a lieutenant to make a thorough examination of the village, and invited me to accompany him. In a few houses we found that the families in their great distress had killed their sled-dogs to keep themselves from starving. In the larger number of families they were making a broth of seaweed, their only food supply. In all human probability, if the ship had not learned their condition, the following summer not a man, woman, or child would have been left alive to tell the story. A few years ago the same thing happened to three large villages on the Island of St. Lawrence, and when, the following season, the revenue cutter called at the village, the putrefying corpses of the population were found everywhere—on the bed platforms, on the floors, in the doorways, and along the paths, wherever death overtook them.

At King Island, having ascertained the condition of things, a purse was made up from the officers and a few others on board the ship, and the captain steamed some 200 miles to the nearest trading post, and purchased all the provisions that could be obtained, which were taken back to the starving village. This supply sustained the population alive until seal and walrus came some months later around the village. The movement of the seal and walrus, since their numbers have become greatly diminished, is so uncertain that, while a village may have plenty to eat one season they will be on the verge of starvation another.



Siberian deermen brought to Alaska with the first herd.
[From a photo. by Dr. S. J. Call. Published by permission of the Californian.]

In the winter of 1890–91 there was a sufficiency of food at Point Hope. In the winter of 1891–92 the same population had to leave their village and make their way, in some instances hundreds of miles, to other villages to keep from starving. In 1891 one of the teachers on the Kuskokwim River wrote me that the inhabitants of that valley had had but little opportunity during the summer of 1890 to provide a sufficient food supply of fish, that consequently starvation faced them all winter, and that it was with great difficulty that they survived until the fish returned the following season. A teacher on the Yukon River reported this past summer that some of the natives to the north of him had starved to death. This same scarcity of food exists across the entire northern portion of North America, so that now, under the auspices of the Church of England, subscriptions have been opened in London for a famine fund out of which to send relief to the starving Eskimo of Arctic British America. This condition of things will go on, increasing in severity from year to year, until the food supply of the seas and of the land is entirely gone, and then there is nothing left but the extermination of the native population. The general introduction of the domestic reindeer alone will change this entire condition of things, and furnish as reliable supply of food to that people as the herds of cattle in Texas and Wyoming do to their owners, or the herds of sheep in New Mexico and Arizona. The reindeer is the animal which God's providence seems to have provided for those northern regions, being food, clothing, house, furniture, implements, and transportation to the people. Its milk and flesh furnish food. Its mar-

row, tongue, and hams are considered choice delicacies. Its blood, mixed with the contents of its stomach, forms a favorite native dish. Its intestines are cleaned, filled with tallow, and eaten as sausage. Its skin is made into clothes, bedding, tent covers, reindeer harness, ropes, cords, and fish lines. The hard skin of the fore legs makes an excellent covering for snowshoes. Its sinews are made into a strong and lasting thread. Its bones are soaked in seal oil and burned for fuel. Its horns are made into various kinds of household implements, into weapons for hunting, fishing, or war, and in the manufacture of sleds. Then the living animal is trained for riding and dragging of sleds. The general introduction of such an animal into that region will arrest the present starvation and restock that vast country with a permanent food supply. It will revive hope in the hearts of a sturdy race that is now rapidly passing away. Surely, the country that sends shiploads of grain to starving Russians, that has never turned a deaf ear to the call of distress in any section of the globe, will not begrudge a few thousand dollars for the purchase and introduction of this Siberian reindeer, and the rescue of thousands of people from starvation.

REPEOPLING THE COUNTRY.

In the second place, the introduction of domestic reindeer into Alaska will not only thus arrest the present starvation, but will assist in increasing the population. With a more generous food supply this population will commence to increase in numbers. Occupying a region whose climatic conditions are so rigorous that but few white men will ever be willing to make their permanent home in it, it is important, if we would save it from being an unpeopled waste and howling wilderness, that we build up the people who through generations have become acclimated and who are as fervently attached to their bleak and storm-swept plains as the people of temperate and torrid zones to their lands of comfort and abundance.

They are a race worth saving. I find that public opinion, gained perhaps by a more familiar knowledge of the Eskimo of Greenland and Labrador, conceives of the Alaska Eskimos as of the same small type. But this is not true.

In the extreme north, at Point Barrow, and along the coast of Bering Sea they are of medium size. At Point Barrow the average height of the males is 5 feet 3 inches and average weight 153 pounds; of the women, 4 feet 11 inches and weight 135. On the Nushagak River the average weight of the men is from 150 to 167 pounds. From Cape Prince of Wales to Icy Cape and on the great inland rivers emptying into the Arctic Ocean, they are a large race, many of them being 6 feet and over in height. At Kotzebue Sound I have met a number of men and women 6 feet tall. Physically they are very strong, with great powers of endurance. When on a journey, if food is scarce, they will travel 30 to 40 miles without breaking their fast. Lieutenant Cantwell, in his explorations of the Kowak River, makes record that upon one occasion when he wanted a heavy stone for an anchor a woman went out and alone loaded into her birch-bark canoe and brought him a stone that would weigh 800 pounds. It took two strong men to lift it out of the canoe.

Another explorer speaks of a woman carrying off on her shoulder a box of lead weighing 280 pounds. This summer, in erecting the school buildings in the Arctic, there being no drays or horses in that country, all the timbers, lumber, hardware, etc., had to be carried from the beach to the site of the house on the shoulders of the people. They pride themselves on their ability to outjump or outrun any of our race who have competed with them. They can lift a heavier weight, throw a heavy weight farther, and endure more than we. They are a strong, vigorous race, fitted for peopling and subduing the frozen regions of their home.

Arctic and subarctic Alaska cover an empire in extent equal to England, Scotland, France, and Germany. With the covering of those vast plains with herds of domesticated reindeer it will be possible to support in comparative comfort a population of 100,000 people where now 20,000 people have a precarious support. To bring this about is worthy the fostering care of the General Government.

CIVILIZATION OF THE ESKIMOS.

Thirdly, the introduction of domestic reindeer is the commencement of the elevation of this race from barbarism to civilization. A change from the condition of hunters to that of herders is a long step upward in the scale of civilization, teaching them to provide for the future by new methods.

Probably no greater returns can be found in this country from the expenditure of the same amount of money than in lifting up this native race out of barbarism by the introduction of reindeer and education.

ARCTIC TRANSPORTATION.

Fourthly, the introduction of the domestic reindeer will solve the question of arctic transportation. (Appendix L.) The present transportation of that region is by dog sleds. One load of supplies for the trader or traveler requires a second load

of food for the two teams of dogs, and they make but short distances per day. This difficulty of transportation has been one great drawback to the development of the country. It has interfered with the plans of the fur trader; it has interfered with Government exploration. Only three years ago, when the United States Coast and Geodetic Survey sent two parties to determine the international boundary between Alaska and British America, the small steamer that was conveying the supplies up the Yukon River was wrecked, and it was with the utmost difficulty that the surveying parties were kept from starvation, because of the difficulty of sending sufficient food 2,000 miles along that great valley by dog sleds. If reindeer had been introduced into the country there would have been no such difficulty in furnishing food. Bills have been before Congress for several years proposing to establish a military post in the Yukon Valley. If such a post is established it is not at all improbable that a combination of circumstances may arise some winter by which the forces that shall be stationed there will be reduced to starvation, unless reindeer transportation shall have become so systematized that food can readily be sent in from other regions. The same is true with reference to the Government officials whom it may be found necessary to station in that region.

The same is true of the forty or more missionaries and their families that are now scattered through that vast region; also, of the teachers and their families whom the Government has sent into that country.

These are now separated from all communication with the outside world, receiving their mail but once a year. With reindeer transportation they could have a monthly mail.

During the past three years the whalers have been extending their voyages east of Point Barrow to the mouth of the Mackenzie River, and wintering at Herschel Island. To the owners of this property it would be worth tens of thousands of dollars if they could hear from their vessels in the winter, before new supplies and additional vessels are sent out in the spring. But this can not now be done. Last winter letters were sent out from the field, overland, by Indian runners that ascended the Mackenzie, crossed over to the Porcupine, and descended the Porcupine and Yukon rivers down to St. Michael, on the coast. It was ten months before those letters reached their destination. It was a great satisfaction to the owners to hear of the welfare of their ships and crews, but the news was too late for business purposes. Millions of dollars' worth of property and thousands of lives are involved in the whaling business. With the introduction of domestic reindeer into that region it will be both feasible and perfectly practicable to establish a reindeer express during the winter from the Arctic coast down to the North Pacific coast of Alaska.

The southern coast of Alaska on the Pacific Ocean never freezes, and is accessible all the year round to vessels from San Francisco or Puget Sound.

A reindeer express across Alaska, from the Arctic to the Pacific Ocean, would have a corresponding commercial value to that section as the telegraph between New York and London to theirs. It would enable the owners of the whaling fleet to avail themselves of the latest commercial news and keep a more perfect control over their business.

COMMERCIAL VALUE.

In the sixth place, the introduction of domesticated reindeer will add a new industry to that country, which will go to swell the aggregate of national wealth. Lapland sends to market about 22,000 head of reindeer a year, the surplus of her herds.

Through Norway and Sweden smoked reindeer meat and smoked reindeer tongues are everywhere found for sale in their markets, the hams being worth 10 cents a pound and the tongues 10 cents apiece. There are wealthy merchants in Stockholm whose specialty and entire trade is in these Lapland products. The reindeer skins are marketed all over Europe, being worth in their raw condition from $1.50 to $1.75 apiece. The tanned skins (soft, with a beautiful yellow color) find a ready sale in Sweden, at from $2 to $2.75 each. Reindeer skins are used for gloves, military riding trousers, and the binding of books. Reindeer hair is in great demand for the filling of life-saving apparatuses, buoys, etc., and from the reindeer horns is made the best existing glue. One great article, smoked reindeer tongues, and tanned skins are among the principal products of the great annual fair at Nizhnee Novgorod, Russia. In Lapland there are about 400,000 head of reindeer, sustaining in comfort some 26,000 people. There is no reason, considering the greater area of the country and the abundance of reindeer moss, why arctic and subarctic Alaska should not sustain a population of 100,000 people with 2,000,000 head of reindeer. In Lapland the reindeer return a tax of $1 a head to the Government, so that they yield an annual revenue to the Government of $400,000.

With the destruction of the buffalo the material for cheap carriage and sleigh robes for common use is gone. Bear and wolf skins are too expensive; but with the introduction of the reindeer their skins would to a certain extent take the place of the extinct buffalo.

The commercial importance of introducing domesticated reindeer in Alaska was so manifest that shrewd business men on the Pacific Coast at once appreciated the great possibilities involved, and hastened, through their chambers of commerce and boards of trade, to take action, urging their several delegations in Congress to do what they could to secure an appropriation of money for these purposes. (Appendix N.)

Under favorable circumstances a swift reindeer can traverse 150 miles in a day. A speed of 100 miles per day is easily made. As a beast of burden it can draw a load of 300 pounds.

The progress of exploration, settlement, development, government, civilization, education, humanity, and religion are all largely dependent in that region on reindeer transportation.

If there is any measure of public policy better established than another, or more frequently acted upon, it has been the earnest and unceasing efforts of Congress to encourage and aid in every way the improvement of stock, and the markets of the world have been searched for improved breeds. The same wise and liberal policy will make ample provision for the introduction of the reindeer, which, of all animals, is the most serviceable and indispensible to man in high northern latitudes.

If it is sound public policy to sink artesian wells or create large water reservoirs for reclaiming large areas of valuable land otherwise worthless; if it is the part of national wisdom to introduce large, permanent, and wealth-producing industries where none previously existed, then it is the part of national wisdom to cover that vast empire with herds of domestic reindeer—the only industry that can live and thrive in that region—and take a barbarian people, on the verge of starvation, lift them up to a comfortable support and civilization, and turn them from consumers into producers of national wealth.

It will be noticed that the sum asked from Congress is only $15,000. I hope that this will not be misunderstood and taken as a measure of the importance of the movement, for if the proposed results could not be obtained with any less sum an appropriation of hundreds of thousands of dollars would be both wise and economical.

But so small a sum is accepted on the ground of proceeding with extreme caution. It is the commencement of a great movement that will, if successful, extend its beneficial influences as long as the world stands. Therefore we move slowly and carefully at first, in order to secure that success. Commencing in a small way, the first outlay of money is not large.

In 1891 the 16 reindeer purchased averaged $10.25 each. This last season the general average was brought down to $5 each.

So far the purchase of the reindeer has been defrayed from the money contributed by benevolent individuals.

REVENUE-MARINE SERVICE.

These gratifying results, however, could not have been attained without the hearty and active cooperation of the Revenue-Marine Service.

If this office had been required to charter a vessel for the transporting of the reindeer nothing could have been done with the small sum at our disposal.

But the Secretary of the Treasury directed that the revenue cutter *Bear*, in addition to her regular duties of patrolling the Seal Islands and the coasts of Bering Sea and the Arctic Ocean, following the whaling fleet, and inspecting the refuge station at Point Barrow, should also give what time was possible to transporting the reindeer.

To the captain, officers, and crew of the *Bear* is due much praise for the hard work done by them.

Special thanks are due Capt. M. A. Healy for his earnestness and efficiency in doing his part of the work; also to Lieut. D. H. Jarvis, Surg. S. J. Call, and Assistant Engineer Falkenstein, who were in charge of much of the shore work of loading and unloading the deer.

APPENDIX A.

[House Report No. 3414, Fifty-first Congress, second session.]

Mr. McComas, from the Committee on Education, submitted the following report (to accompany H. Res. 258):

The Committee on Education reports favorably House joint resolution 258, with sundry amendments recommended by the committee.

Congress has passed several acts encouraging the establishment of agricultural schools and experiment stations in the different States and Territories.

These several acts require the assent of the legislatures of the several States and Territories before their provisions become available; but as Alaska has no legislature, it is the only Territory which is unable to avail itself of the benefits and provisions of these acts.

This bill proposes to extend to Alaska the benefits and provisions of the agricultural acts through the Secretary of the Interior, in like manner to the other Territories. The acts are recited in the preamble to the joint resolution.

There has been very wide divergence of views with regard to the agricultural and horticultural capabilities of Alaska, or whether it has any agricultural capabilities at all.

This bill would secure the establishment of an experimental station in southern Alaska, which has a temperate climate, and test the question of what can and what can not be raised to advantage.

This would be of very great service, both to the natives, who, through the Government schools, are coming into our civilization, and to the white settlers who may locate in that vast region, which embraces about 580,000 square miles.

There are hundreds of thousands of square miles of area within the Arctic regions of Alaska that, there is no question, can never be adapted to ordinary agricultural pursuits, nor utilized for purposes of raising cattle, horses, or sheep; but this large area is especially adapted for the support of reindeer.

This bill will enable the Secretary of the Interior, through the Government industrial schools, to make the stock-raising of reindeer the great industrial feature of that region.

This will utilize hundreds of thousands of square miles of territory, will build up a large and profitable industry, and, above all, will provide a comfortable support for the native population of that region.

This is the more important at the present time because the American whalers have practically destroyed and driven out the whale and the walrus from the waters adjacent to the coast of Alaska.

The destruction of the whale and walrus has taken away three-fourths of the ordinary food supply of the Eskimo population, and that population to-day on the Arctic coast of Alaska is on the verge of starvation. The large canneries will soon take away the fish supply.

The introduction of tame reindeer from Siberia into Alaska thus has a twofold importance:

(1) As the establishment of a profitable industry.

(2) As a relief of a starving people—a relief that will become more and more valuable as the years roll round; a relief that once established perpetuates itself.

This project is wiser than to pauperize the people of Alaska.

The revenue from that country warrants this attempt to make these people self-sustaining.

The lease of the Seal Islands by the United States Treasury Department to the North American Commercial Company, on the basis of 100,000 skins, ought to yield a revenue of about $1,000,000 annually. Under the old lease the revenue was $317,500 annually.

The extending to Alaska of the benefits of the agricultural bill approved August 30, 1890, would give for the year ending June—

1890	$15,000
1891	16,000
1892	17,000
Total	48,000

From the act establishing agricultural experiment stations approved July 2, 1862, the sum of $15,000.

The joint resolution would therefore carry for the year ending June 30, 1892, $93,000, and for the following year, $33,000.

The committee report, therefore, this joint resolution, with the following amendments and recommend that it pass:

In line 4, page 2, after the word "to," insert "give any assent required by either of said acts, and to."

In line 4, page 2, after the word "benefits," insert "and provisions."

In line 6, page 2, after "Territory," insert "of Alaska."

In line 7, page 2, after the word "acts," add "in like manner as for any other Territory."

APPENDIX B.—LIST OF CONTRIBUTIONS TO THE REINDEER FUND, 1891.

1891.		
May 15.	Miss H. S. Benson, Philadelphia	$200.00
	John N. Brown, Providence, R. I	200.00
	Jane N. Grew, Boston	30.00
	Mary P. Gardner, New York	10.50
	Sarah B. Reynolds, Kingston, N. Y	10.00
	Mrs. H. B. Otis, Roxbury, Mass	10.00
	M. A. and S. H. Foster, Portsmouth, N. H	10.00
June 10.	Boston Transcript, from various persons	289.00
	E. G. Read, Somerville, N. J	10.00
	Effe V. V. Knox, New York	10.00
	Mrs. N. Williamson, Brunswick, N. J	10.00
	E. E. V., 140 Lanvale street, Baltimore, Md	1.00
	Helen B. French, Beloit, Wis	10.00
	Mary Ellen Smith, Philadelphia, Pa	10.00
	Judge E. R. Hoar, Concord, Mass	10.00
	C. H. Barstow, Crow Agency, Mont	15.00
	M. E. D., per Boston Transcript	1.00
	A. F. Allyn, Chelsea, Mass	1.00
	R. P. Wainwright, Asheville, N. C	10.00
	M. A. Haven and Annie W. Davis, Portsmouth, N. H	10.00
	Mary Hemingway, Boston, Mass	100.00
	The Mail and Express	500.00
	Mrs. William Thaw	50.00
	Five children in one family, one reindeer each	50.00
	Mrs. F. L. Achey	20.00
	M. E. P	50.00
	The young ladies of Rye Seminary, Rye, N. Y	50.00
	Mary L. Parsons	20.00
	Y. P. S. C. E., Reformed Church, Mount Vernon	13.65
	Three ladies of East Orange, N. J	12.00
	G. K. Harroun	10.00
	H. G. Ludlow	10.00
	Mrs. H. G. Ludlow	10.00
	Mrs. R. C. Crane	10.00
	Mrs. Edwin G. Benedict	10.00
	Mrs. M. C. Cobb	10.00
	E. M. Chadwick	10.00
	Augusta Moore	10.00
	Rev. William T. Doubleday	10.00
	E. M. Eames	10.00
	Charles H. Wells	10.00
	A. R. Slingushard	10.00
	James M. Ham	10.00
	Mrs. James M. Ham	10.00
	Mrs. Robert I. Brown	10.00
	William Rust	10.00
	Mrs. Levi S. Gates	10.00
	Bethlehem Chapel Mission School	10.00
	Mrs. Richard L. Allen	10.00
	Miss M. I. Allen	10.00
	E. Holman	10.00
	C. and family, East Orange, N. J	10.00
	J. Van Santwood	5.00
	James F. E. Little	5.00
	Frederick W. Stoneback	5.00
	J. H. Charles	5.00
	V. Thompson	5.00
	W. T. Bliss	5.00
	Howard Wilson	5.00
	G. H. Fleming	5.00
	W. S. Quigley	5.00
	J. Lantz	5.00
	From friends	2.60
	Mrs. L. E. Hastings	1.20
	A. E. Barnes	1.00
	Amelia J. Burt	1.00
	W. A. Deering	5.00

APPENDIX B—Continued.

1891.		
June 10.	L. F. Golding	$5.00
	J. A. Hennessy	5.00
	R. H. Stoddard	5.00
	William R. Worrall	5.00
	H. W. Dourmett	5.05
	Betty Deming (a child)	10.00
	John Deming (a child)	10.00
	Anonymous	10.00
	Little Lights Society	5.00
	Mrs. Edmund T. Lukens	5.00
	W. S	5.00
	Cuttenden Hull, A	10.00
	Mrs. Clinton B. Fisk	10.00
	W. U. A	20.00
	Thomas Harrington	10.00
	E	10.00
June 18.	Mrs. Debbie H. Parker, Charlottesville, Ind	5.00
	Gen. E. E. Whittlesey, Washington, D. C	10.00
1892.		
Feb. 1.	Miss Mary Burroughs, Philadelphia, Pa	5.00
11.	A. D. Simpson, Christiansburg, Va	10.00
	Total	2,146.00

Of the above amount, $1,158 was collected through the Mail and Express, of New York.

APPENDIX C.—TENT LIFE IN SIBERIA.

By GEORGE KENNAN.

[Published by George P. Putnam's Sons. 1870. Page 116.]

Among the many superstitions of the Wandering Koraks and Chookchees one of the most noticeable is their reluctance to part with a living reindeer. You may purchase as many dead deer as you choose, up to 500, for about 70 cents apiece; but a living deer they will not give to you for love nor money. You may offer them what they consider a fortune in tobacco, copper kettles, beads, and scarlet cloth for a single live reindeer, but they will persistently refuse to sell him. Yet, if you will allow them to kill the very same animal you can have his carcass for one small string of common glass beads. It is useless to argue with them about this absurd superstition. You can get no reason for it or explanation of it, except that to sell a live reindeer would be "atkin" (bad). As it was very necessary in the construction of our proposed telegraph line to have trained reindeer of our own we offered every conceivable inducement to the Koraks to part with one single deer; but all our efforts were in vain. They could sell us 100 dead deer for 100 pounds of tobacco, but 500 pounds would not tempt them to part with a single animal as long as the breath of life was in his body. During the two years and a half which we spent in Siberia no one of our parties, so far as I know, ever succeeded in buying from the Koraks or Chookchees a single living reindeer.

APPENDIX D.—DOMESTICATED REINDEER IN ALASKA.

[House Report No. 1093, Fifty-second Congress, first session.]

Mr. Alexander, from the Committee on Agriculture, submitted the following report:

The Committee on Agriculture, to whom was referred the bill (H. R. 7764) to secure the introduction of domesticated reindeer into Alaska, report the same with a favorable recommendation. This bill does not properly come within the jurisdiction of the Committee on Agriculture, but should have been considered by the Committee on Appropriations. At the suggestion of the chairman of the Committee on Appropriations the Committee on Agriculture, having heard the testimony of the missionaries from Alaska, the Commissioner of Education, and others in regard to the merits of the bill, have considered it and recommend its passage.

The testimony showed that there are no reindeer in Alaska; that Alaska could support many times enough reindeer to furnish the inhabitants with food and clothing,

and that the reindeer skins are indispensable for clothing; that the whale and walrus, the principal supply of food, have been destroyed to such an extent as to cause much suffering for food; that dogs are used for transportation, and in many places the supply of food is becoming so scarce that the natives are compelled to eat their dogs, thus depriving them of the means of hauling their supplies; that for the development of the country the domesticated reindeer is absolutely indispensable; that the domesticated reindeer can make a speed of 19 miles an hour, and that a fair average rate of speed is 12 miles per hour; and this means of transportation is necessary to develop the gold fields of the interior, which can only be worked from two to two and one-half months a year; that the reindeer would be distributed at the Government schools, the native youths taught to herd and raise them, the increase to be given to worthy students and native teachers for services rendered; that this will induce the natives to become herders, be self-supporting, and not a charge upon the Government; that the natives have no vessels that can transport the live reindeer from Siberia to Alaska; that the vessels from San Francisco to Alaska leave the 1st of May to the 1st of June, none later than the last date mentioned, and that if anything be done this year, it is absolutely necessary to get the appropriation in time to send the goods for the purchase of the reindeer by the revenue cutter that leaves San Francisco the 1st of June.

The description given by the missionaries and others of the country, the habits of the natives, etc., was interesting. The distress caused by the continued failure of the food supply shows plainly that the natives will not be able to sustain themselves and will become a charge upon the Government. For these and other reasons the Committee on Agriculture urge the passage of this bill.

Appendix E.—Mr. W. T. Lopp's Reconnoissance Along the Coast North of Bering Straits.

Cape Prince of Wales, Alaska,
January 20, 1892.

Dear Sir: According to your instructions, I have made two expeditions up the coast north of here, and submit you the following report:

In November employed Eskimo, dogs, and sled and explored west shore of Louge Inlet or Lake, just north of Cape Prince of Wales, up to its head, where Grouse River empties into it. The mountains (see chart inclosed) were sloping and rolling, not sharp and rocky, and covered with moss. Portions of these hills were covered with 3 to 5 inches of snow, but all the exposed portions were free from any snow. This inlet is about 30 miles long and has two outlets to the sea. Along the banks of Grouse River are acres of bushes (3 to 6 feet), hundreds of ptarmigan, and nice sized fish in the river.

On December 27 started with boy, dogs, and sled for Ke-gik-tok. Had fine weather—short days—visited about 300 people. Some settlements had plenty of oil, seal meat, and fish, and others had little or none. All were very anxious to have deer introduced. Most of them seem to doubt that ownership would ever pass into their hands. They complain that they have to pay exorbitant prices to Cape Prince of Wales chiefs for deerskins. They reported moss very plentiful. At that time there was so little snow that it would be unnecessary to graze deer on the mountain side. I could see that the smooth expanse of country from coast to mountain was covered with only 3 or 4 inches of soft snow, no crusts or ice. (Unlike last winter, there have been no thaws this winter, consequently no ice crust on snow.) These coast people live on seal meat, oil, fish, ptarmigan, and squirrel. They are not a trading people, have had little or no intercourse with ships; are honest, industrious, and healthy.

Found a very prosperous settlement at Ke-gik-tok of 80 people. Asked me to bring the school up there, etc.

I think several hundred deer could be grazed along the hills from Cape Prince of Wales to Ke-gik-tok. I am satisfied from what I have seen and heard that there are hundreds of acres of good grazing land extending from the coast back to rivers flowing into lakes back of Port Clarence and those flowing into Kotzebue Sound. Settlements are so distributed along the coast from Cape Prince of Wales to Kotzebue Sound that deer men along the mountains could easily be supplied with seal oil and meat. And if inclosures are ever necessary there are plenty of bushes in small rivers to make them. I think these coast people are better situated and adapted for herding than any other Alaskan people.

They are all superstitious and are great cowards after dark. Perhaps it will be necessary to have them stand watch at night in pairs until they become accustomed

to the darkness. (One Eskimo never goes any place after dark if he can help it. He sees ghosts; but is all right with a companion.)

Hoping and trusting that we may sometime have occasion to make use of knowledge obtained on these two little expeditions, I am,

Very truly yours,

W. T. LOPP.

DR. SHELDON JACKSON, *Washington, D. C.*

APPENDIX F.—RECONNOISSANCE NORTH OF PORT CLARENCE BY BRUCE GIBSON.

REINDEER STATION, PORT CLARENCE, ALASKA,
August 2, 1892.

SIR: I respectfully submit herewith report of expedition made by Mr. Gibson into interior, north of station, for the purpose of ascertaining probable condition of grazing for reindeer during winter months—copied from his notes as follows:

"I started on expedition July 27, leaving station at 12 o'clock noon; taking with me as guide Charley, as expert on pasturage Chief Herder Pungen, and five natives to pack tent and supplies. Traveled in a northwesterly direction, and for about 4 miles found good feed and several small lakes. I then changed my course to north for about three-quarters of a mile and found scarcely any feed, it being very rocky and barren; I then went west again for 7 miles and camped at a river about 30 feet wide. The first quarter of a mile of this last course was very rocky, bowlders from 4 to 6 feet through being plentiful, the remainder of the distance being good feeding grounds.

"The next day started north and traveled in that direction for about 9 miles and found good pasturage on east side most of the way, and wild flowers and berries grew in places; the west side of river is barren and very perpendicular in several places. I then traveled to west, and for a short distance on a small river found some feed, but after traveling for 1 mile I retraced my steps and went to northeast for about 3 miles, when men began to complain of being tired and I ordered a halt for the night on a small stream running toward the east. To northeast I saw good indications of feed.

"The next morning I got an early start, taking with me the guide and herder and leaving the others behind to try and find a place to camp that night, having to go without fire the previous night and this morning. I crossed the small river and traveled north. For the first 2 miles there was but a small quantity of feed, having passed over some very rocky ground. The next 3½ miles there is good pasturage, being plenty of grass and considerable moss. I crossed two small streams in this course. Traveled east to get around some large hills; at about one-half mile came to a large mound of slaty rock—mound about 30 feet high and 150 feet across. For 1 mile east found good pasture; crossed a small stream running southeast; changed to north and for 1 mile found good grazing ground; halted at a large cluster of rock for lunch and shelter from rain; found a white surface on one of the rocks, and I made the following inscription:

"'B. Gibson, July 29, 1892, 12 m., from Reindeer station.' Resumed march to north and for 2 miles found good pasturage; crossed a small stream running to south. About 1 mile south is a lake. Changed course to east for 3 miles; crossed one stream and found good feed in abundance. The land was of a rocky nature. Started to return to camp and traveled southwest for 7 miles to where I gave orders for camp to be located, but found they had gone farther east. I crossed over good feeding ground of a boggy nature, similar to that surrounding station. The herder said it was the best seen since starting on expedition; it was mostly lowland and some low rock hills. I found the camp 2 miles east of where I expected it to be.

"The fourth day I started east and traveled for 4 miles over low hills, the surface being of a broken nature and containing abundance of feed; coming to high hills, changed course to southeast for 2½ miles, finding fair pasturage and ground slightly rocky. Sent packers on to river to find suitable camping grounds for night. I traveled 5 miles to northeast, finding good pasturage of a boggy nature; crossed one small stream. Changed to southeast 1 mile and south 1 mile, finding good pasturage on low hills; changed to southwest over low, hilly, and rocky land, in some places slightly boggy; the feed on this last course was abundant and of a good quality.

"*Fifth day.*—It stormed hard last night and blew the tent down about 3 o'clock. I broke camp about 7 o'clock and started for the station, taking a southwest course. After traveling for about 5 miles I crossed a small stream running very rapidly toward the northeast. The land was low hills and furnished abundance of feed. I traveled 2 miles farther in the same direction and crossed a large stream with swift current and running northeast; the feed and land the same as passed earlier

in the day. Continuing in same direction, but a little more to west for 4 miles, I traveled over low hills; good pasturage and plenty of moss. I crossed large hill to north of station; found it barren and very high and rocky. It is about 1 mile from bottom of hill to open land, and from there on to station is good grazing land. I arrived at station at 4.15 in the afternoon. It had stormed hard from the time I left until my return, raining and blowing hard.

"In closing, I will say the herder told me the ground passed over was very good and equaled and in places excelled the pasturage in Siberia. He further stated that the pasturage surrounding station was sufficient for a year, providing that in the winter there was not over 1 foot of snow nor over 1½ inches of icy crust on top. If the ice comes first and the snow later, it is impossible for the deer to dig out the feed.

"I noticed in my travels that the feed was on low hills and lowlands, the high hills being barren.

"The guide, Charley, said that for a long distance into the interior the lowlands were the same as passed over, thus showing that, should it be necessary to go to the interior this winter, there will surely be plenty of feed for the reindeer."

Very respectfully,

MINER W. BRUCE, *Teacher.*

Rev. SHELDON JACKSON,
General Agent of Education in Alaska.

APPENDIX G.—RECONNOISSANCE EAST OF PORT CLARENCE, BY MINER W. BRUCE.

REINDEER STATION, PORT CLARENCE, ALASKA.
August 19, 1892.

SIR: In your letter of instructions for the government of this station, dated July 4, ultimo, you suggest, among other things, that two expeditions be sent out for the purpose of ascertaining the prospects for winter grazing for the reindeer should the country in this immediate vicinity become covered with ice or deep snow, thus preventing the deer from pawing through it for food.

One route designated by you was to the north for the station, in the direction of Kotzebue Sound; and in accordance with your instructions Mr. Gibson, on the 27th ultimo, made a trip in that direction, lasting four days and a half, the result of which I communicated to you officially on the 2d day of the present month.

On the 3d instant I started on a trip to the northeast with an oomeak and seven natives, expecting, if my health permitted, to be gone ten days or two weeks.

Our route lay through Grantley Harbor into Imurock Lake, and having a fair wind we made a splendid day's sail, taking us about halfway through the lake, and camping the first night on the west side.

I wish especially to call your attention to the route from Grantley Harbor into Imurock Lake, as it affords, in the event of severe storms, unusual shelter for the deer.

A narrow passage, probably 6 miles in length, connects these two beautiful bodies of water, and as it winds its zigzag course along the line of bluffs on each side, which commence immediately on leaving Grantley Harbor, is unbroken until Imurock Lake is reached. The passage seems to be of nearly an uniform width, and will not exceed, at its widest part, one-quarter of a mile. The bluffs on both sides are about 200 feet high, and there appears to be water sufficient to float an ocean vessel.

At several places along the route I left the oomeak, and with the Siberian herder went to the top of the bluff and found the country to the north a gently undulating table-land, and with my glasses I could see that for several miles this character of country did not seem to change.

On the south side the same aspect of country appeared, but 4 or 5 miles to the south the country became more broken, and took in what appeared to be low mountains.

The whole surface of the country on both sides was covered with a luxuriant growth of low bushes, occasional patches of grass, having the appearance of blue joint, and what was certainly red-top grass and mosses.

Even on this table-land the surface of the country was very uneven, being in places hummocky, and the little spots between seemed to be marshy and often filled with water.

The Siberian herder seemed much pleased with the character of the feed, and frequently pointed out the different kinds of grasses or shrubbery that the deer were fond of, and always designated the moss as choice winter grazing.

From the natives in my party I learned that the snow in this passage does not reach a depth of over 1 foot, and usually less; also, that when one side of the passage is covered with snow, the other is lightly covered. If this be true, it would appear that the deer, if it becomes necessary to move them from the station, can find good grazing either one side or the other of the passage; and in severe storms a refuge may be had behind the high walls of the bluffs.

On the morning following our first day's sail I took the herder to the top of the hill just back of our camp. It is probably 400 or 500 feet high and runs out to a point into Imuruk Lake. From its top a splendid view of the country in every direction is had. The general contour, as far as I could see, was the same as that observed from the bluffs along the narrow passage. My position commanded a view to the northwest, north, and northeast, and for a distance of 25 miles at least the same character of country prevailed. As far as the eye could reach not a mountain was visible and not a speck of snow was seen.

To the west there were several miles of what appeared to be a marsh, or a very low land, covered with little patches of water back from the lake. These gradually disappeared in the north, where the land became higher and of the same general character I found farther to the south.

From my position I could see the faint outline of the north end of the lake, probably 12 or 15 miles away, and I thought I could discern the winding course of a river coursing through the table-lands to the north, and if so, it was probably the Agee-ee-puk River.

On the sides and top of the hill from which I was making my observations there was a thick growth of the same kind of grasses and shrubbery found the day before. I was surprised to find along the route to the top of the hill patches of low willow and elder bushes, from the branches of which twittered and flitted small birds, and every few paces we advanced aroused ptarmigan in large numbers.

There was nothing in the appearance of the country, so far as I could see, that would suggest anything like what one would expect to find bordering on the Arctic circle. On the contrary, the vegetation, much of it, was such as is found in temperate climates, and the birds and insects of the same variety that abound in country where the mercury never ranges lower than zero.

From my position on the top of the hill I could see what appeared to be a break in the range of mountains on the south side of the lake, and as the wind was blowing from the north, thus preventing farther advance in the present state of the weather, I concluded to sail to the other side and investigate the country in that direction.

The distance across was about 4 miles, but the wind died out when about halfway across, and we were compelled to paddle the rest of the way, a very slow process of travel in an oomeak.

On reaching shore we went into camp, and after dinner I started with the natives for the mountains. My purpose was to simply get an idea of the country between the shore of the lake and the foot of the mountains that day, and take all of the next for determining the extent of the pass.

All the afternoon we traversed the lowlands toward the mountains and found the same general growth of vegetation as that found before. It could not well be of thicker growth or to all appearances more nutritious. If anything there was more moss, and perhaps the low bushes hung fuller with blueberries than any found before. There were several small mountain streams leading across to the lake, and if they were supplied from melting snow it was far up or hidden between narrow gorges, as none were seen from where we traveled.

It was after 6 o'clock when we returned to camp, and before retiring the natives understood that on the morrow we were going to try to find a passage into the interior.

Accordingly by 7 o'clock we were ready to begin our tramp. We took with us an ax, spade, field glass, and two hard-tack apiece. Our course lay across the lowlands toward what appeared to be a break in the mountains, and it was at least 7 miles from camp across to the entrance. Part of the distance lay over comparatively smooth land, and a considerable portion over hummocky ground. There did not appear to be any difference in the thickness of the vegetation or the variety in these two different surfaces, but the rough ground was the most tedious I have ever attempted to travel over.. The little ridges or hummocks are too wide to step over and too shaky to stand upon, so that our trip over this section was a series of ups and downs, mostly the latter.

At our stops for rest I had holes dug with the spade and was surprised to find a black, sandy soil, from 1 foot to 3 feet deep, in nearly every instance. Sometimes we could not dig more than a few inches on account of encountering stone or slabs of rock, but this was not the rule. I thought I discovered the secret of such a heavy and luxuriant vegetation here from the rich class of the soil and the abundance of water.

In our way toward the break we passed through two groves of elder and willow trees that were dense, of from 2 to 4 inches in diameter near the butt and from 10 to 15 feet high. It was evident that a little grubbing and thinning out would have improved the size of these trees materially.

Our journey up the side of the mountain near what appeared to be a pass was a tedious one, for the nature of the ground was more or less hummocky. I find that this class of land is as liable to occur on high or table land as upon low and marshy ground.

It became apparent as we ascended the mountain that the break or pass which appeared to extend through the range was a false one, and when near the top it appeared to be a sort of blow-out, which came to an abrupt perpendicular at the end of a sudden break ahead. From the top of the mountain we had ascended, although not the highest by considerable, we could see that the country to the south was a succession of mountains of perhaps 2,000 or 3,000 feet high, and that there was no pass into the interior unless following the course of some river.

Accordingly, we commenced our descent about 2 o'clock, and varied our course somewhat. It took us farther to the east along the base of the mountains and then straight to camp.

On our way back we passed over a section of country that was a complete bed of moss. We could rake it up in armfulls, and in a few minutes, during a spell of rest, we gathered sufficient to feed, as our Siberian herder declared, our whole herd of about 150 head of deer for one day.

If his estimate was correct, I feel assured that in this particular section a half-dozen men with hand rakes and pitchforks could, in one week, gather enough to feed our herd the coming winter.

At different times during the day, as had occurred during the day before, the Siberian herder gave me to understand that a trip in search of winter grazing was a useless expenditure of time; that what might appear to be good feeding ground now when winter set in might be covered with a thick crust of ice or deep snow; that nothing could be told from the lay of the land whether feed could be gotten at by the deer or not; that a locality which was all that could be desired this winter would be totally inaccessible next; that it was the practice on the Siberian side to select what appeared to be a good section for winter grazing, and if it became covered with thick ice or deep snow, to move the deer to some locality where feed could be had.

This was the same information Mr. Gibson had gathered from our chief Siberian herder, whom he had with him, and I partly resolved, if the wind was not favorable for moving north the following morning, to retrace my steps and return to the station.

I had left rather against my judgment, for my work of late had told on me and I needed rest. On my return to camp that evening I was completely worn out, and during the night experienced a slight chill.

The morning broke rainy, and I was feeling miserably. The judgment of the Siberian that it was a useless trip was a strong argument in my present condition, and when, an hour later, a strong north wind settled the matter of progress toward the north against us, at least for that day, but was a fair wind for the station, I ordered everything packed, and, after about fourteen hours' sail, reached the station.

As we must in a considerable measure depend upon the judgment of the four Siberian herders, who have spent all their lives in the rearing and care of reindeer, it seems to me that in the present state of affairs at the station, with so much to do and so little time before cold weather will set in, when the presence of myself and Mr. Gibson is required, further exploration in search of winter feed ought to be abandoned, or at least postponed until later in the fall.

From this view of the matter, I would respectfully ask a modification of your instructions upon this point.

I have the honor to be, very respectfully,

MINER W. BRUCE, *Teacher.*

REV. SHELDON JACKSON,
General Agent of Education in Alaska, Washington, D. C.

APPENDIX H.—INSTRUCTIONS FOR GUIDANCE OF REINDEER STATION.

ON BOARD U. S. REVENUE MARINE STEAMER BEAR,
At anchor off Port Clarence, July 4, 1892.

SIR: During the months of August and September, 1891, I purchased in Siberia and landed (September 21) at Unalaska 16 domestic reindeer. Having no herder to take charge of them, I turned them loose on the small island of Amatignak, where they successfully wintered.

The landing this morning at this station from the U. S. Revenue Marine steamer *Bear* (Capt. Michael A. Healy, commander) of a band of 53 domesticated reindeer from South Head, Siberia, together with four herders, marks the establishment of the first herd of the kind in Alaska.

This is an event of far more than ordinary importance. If successful, it will create throughout northern and central Alaska a new food supply in place of the whale, the walrus, and the fur-bearing animals that are yearly becoming scarcer and more difficult to obtain.

Furnished a better and surer food supply, the native population, now decreasing in numbers, may reasonably be expected to increase.

Changing them from mere hunters to herdsmen, it will be the first upward step in their civilization.

With the increase in civilization of the natives and the general introduction of domestic reindeer, the vast, bleak, frigid, and now comparatively useless plains of Arctic Alaska will be reclaimed and become a source of wealth and prosperity to the land.

The realization of this desirable condition of things is largely in your hands. The friends of the movement and the National Government, which has been asked to extend it, will be encouraged to go forward or led to withdraw from further effort as the herd now intrusted to your care prospers or comes to naught.

With so much at stake, you will make the care and welfare of the herd your first and most constant care. Everything else is of secondary importance.

Winter grazing.—The most trying season will be next winter, when the food that now abounds everywhere will be largely covered up with snow and ice. In Siberia I am informed that the winter grazing is sometimes from 100 to 150 miles away from the summer grounds, the herd being driven back and forth spring and fall.

It is essential, then, that you take early steps to find a good location for winter. To this end I would advise that as soon as your house is inclosed you take Charley and the most experienced of the Siberian herders and make a thorough exploration of the surrounding country. I would make one trip through Grantly Harbor, Yokshook River, Imaruk Lake, to the headwaters of Agee-ee-puk and Cov-vee-arak rivers; also, on the trail from Grantly Harbor toward Unala Kleet and St. Michael. I would also advise a trip into and through the mountains north of the station. Charley will be a good guide, and perhaps the Siberian will know by the lay and general appearance of the land the most suitable place to winter.

I feel great solicitude with regard to this. A mistake may result in the loss of our herd by starvation. The natives around Port Clarence affirm that, while there is not much snow on the plains between the hills and the sea, yet it is covered with a hard, icy crust which the deer can not break through for food. They further say that, years ago, when the wild reindeer frequented the coast, they were only found in summer—that in winter they migrated toward Norton Sound.

It may prove that the winter grazing grounds that shall be selected may be too far away; that it will become necessary to close up for the winter the present house and establish temporary headquarters in the vicinity of the deer. If this necessity arises, I would suggest that you build a log house (if in a timber country) or a dug-out for winter use.

Protection from dogs.—Another danger to the herd arises from the attacks of strange dogs. You will therefore require one of the herders on watch to be armed, and instruct him to shoot down any dog attacking the herd and report the same to you for settlement. When a dog is thus killed you will send for the owner, explain to him the necessity for the step, express your regret at his loss, and then make suitable payment for the dog.

When any visiting natives come into your neighborhood have them notified at once that they must keep their dogs tied up. Deal firmly, justly, kindly, and patiently with the natives, and thus secure their good will.

Once a month you will count the herd, and if any are missing or have been killed note it down, with cause (if known), and report same with all the circumstances to the Bureau of Education.

If any exigency arises by which it becomes necessary to kill a deer for food, you will first use any surplus among the geldings, and after that from among the bulls. None are to be killed, however, except in cases of extreme necessity.

Herders.—The herders consist of two classes:

1. Experienced men from Siberia.

2. Native Alaskans who may wish to learn the management and care of reindeer.

The Siberians, being away from their friends and among a strange, selfish, and at times jealous and suspicious people, need your special care and protection. Take pains to make them feel that you have a fatherly interest in them. I hope their treatment will be such that they will choose to remain with us permanently.

The second class should be picked young men (one or two from a settlement), who are expected to take a two-years training in the care of the herd, and thus become fitted

to take charge of future herds in the neighborhood of their own homes. At the close of their two-years course, if they have been faithful to their duties and mastered the business, it is proposed to give them the deer as their start in life. This class will need constant watching. Anyone persistently refusing to obey necessary rules, shirking his duties on watch, or otherwise showing a want of interest in this work, or anyone that proves too dull to learn, is to be dismissed from the service and sent away from the station.

The second class are to be subdivided into classes corresponding with the number in the first class.

For instance, if you should have twelve in the second class, and, as now, four in the first class, you will place three of the second class under the tuition and oversight of each of the four of the first class; and whenever he goes on watch they shall accompany him and be subject to his direction. It will then, as a general rule, be necessary for only one of the Siberians to be with the herd at a time. In case of sickness of one of the Siberians his pupils will be assigned duty with the others until the sick one recovers and returns to duty.

After conference with the Siberians you will be able to systematize the hours of watch. In this I would defer largely to the method pursued in Siberia.

When the seasons of watch are determined upon you will see that each watch promptly relieves the preceding one at the proper time.

The herders of both classes are to be housed, clothed, fed, and cared for at the expense of the station.

Shelter.—At the home station, when off duty, have the herders construct comfortable dugouts for their own use. If you can spare the large dugout already commenced, that can be turned over to the herders.

If it becomes necessary to have the herd a great distance off, buy some walrus hides for a covering, and let the herders make a small tent that can be moved from place to place.

You will make an inspection of the dugouts every Saturday, and require them to be kept as cleanly as possible. Allow no slops or offal to be thrown upon the ground near the door.

Supplies.—You will furnish them with the necessary iron teakettles and pots for cooking. They are expected to procure driftwood for fuel. You will also furnish them a sufficiency of reindeer skins for bedding. These supplies are Government property, and are to be carried upon the inventory list.

Clothing.—You will supply them with comfortable native fur clothing, according to the season.

If the supplies I leave with you for this year are not sufficient, you will employ some of the native women to make more. As the reindeer clothing can be purchased ready made in Siberia cheaper than made in Alaska, you will make out at each season a list of garments needed and respectfully request the commanding officer of the revenue cutter to have them purchased for you. For this you will furnish him sufficient barter from the reindeer trade goods.

Once a month you will inventory all bedding, clothing, cooking utensils, and other Government property used by the herders.

Twice a month, if the weather is suitable, all bedding should be hung out to air and sun upon a line erected for the purpose.

Herders of the second class need special watching that they do not give or sell their clothes, bedding, or other Government property to their friends.

Food.—Flour, corn meal, pilot bread, beans, and tea will be sent from San Francisco. It is best, however, as far as possible, to preserve their native diet. You will therefore purchase supplies of oil, dried and fresh fish, etc.

As soon as you can determine it fix upon a regular ration, which you can issue daily or at regular intervals as experience shall show to be best.

Outsiders or friends are not to be allowed to gather in and eat with the herders. Nor shall the herders be allowed to give them food. If any food is to be given away it must be done by the superintendent or his assistant, and an account kept of the same, giving date, approximate amount, and number of recipients. You will encourage the herders when off duty to trap for rabbits and foxes both for fur and food.

When any garment, bedding, skin, or other property (except food) is issued to a herder or his wife, charge it against him in a book kept for the purpose. This will be a check against wastefulness, prevent anyone receiving more or less than his share, and enable us to keep an account of the expense of training each individual.

Wives.—If any of the herders shall be married and have their wives with them, you can issue a ration and clothing also to the wife, requiring from her in return some sewing or cooking for the herders. If there are several women you can apportion the work among them.

School.—If circumstances will permit, you will gather the herders that are off duty, and such others as may wish to attend, into the schoolroom for two or three hours daily (except Saturday and Sunday) and drill them in elementary reading, arith-

metic, and writing. Special emphasis will be given, both in and out of school, to the use of the English language.

Fuel.—As far as possible you will procure and use driftwood for fuel at the station. The coal is to be reserved for keeping a fire through the night and for seasons when you may be unable to secure driftwood.

Morals.—It is scarcely necessary to write that you will allow no liquor, gambling, profanity, or immorality at the station or among the herders.

You will allow no barter or unnecessary work at the station on Sunday.

You or your assistant must always be at the station. Both of you must not be absent at the same time. If the station is temporarily removed to the winter grazing grounds then that for the time being becomes headquarters.

Reports.—1. You will keep a log book or brief daily journal of events at the station, extending from July 1 of each year to the following June 30. This book is to be mailed to the Bureau of Education.

2. You will keep in a book furnished you an itemized statement of all the barter for supplies for the station, giving date of transaction, name and quantity of article purchased, and articles and quantities of each given in exchange. A copy of this statement will be annually forwarded to the United States Bureau of Education.

3. On the last day of March, June, September, and December of each year you will make out an inventory of all stores and public property in your possession, including bedding and cooking utensils in use by the herders. This does not include the clothing issued to and in use by the herders.

A copy of these reports will be forwarded by the annual mail to the United States Bureau of Education.

4. On the last day of June each year you will make out and mail to the United States Bureau of Education an annual report of operations at the station. In this report you will embody any recommendations that your experience may suggest for the benefit of the station.

5. On the 1st of August each year you will make a requisition for supplies for the following year.

As the work is new and untried, much must necessarily be left to your discretion and good judgment.

Wishing you great success, I remain

Yours truly,

SHELDON JACKSON, *General Agent.*

Mr. MINER W. BRUCE,

Superintendent of Reindeer Station, Port Clarence, Alaska.

APPENDIX J.—DOMESTIC REINDEER IN LAPLAND.

[From Du Chaillu's Land of the Midnight Sun, vol. 2, pp. 167 and 168.]

The Fjeld Lapp's time is engaged in adding to his herd, to which he and his family devote all their energies, for their welfare depends on the growth of the animals. It is difficult to ascertain exactly the increase or decrease of reindeer according to the districts, for the people often change, and there has been of late years in the north a large immigration of Norwegian Lapps to the territory of Sweden, especially to Keresuando, but, taken as a whole, the population and the reindeer are increasing. There is a greater number in Norway than in Sweden, owing to the number of stationary bönder (farmer) and sea Lapps, which far outnumber the nomads.

According to the late census there are in Sweden (1870) 6,702 Laplanders, with 220,800 reindeer; in Norway (1865), 17,178 Laplanders, with 101,768 reindeer; in Finland (1865), 615 Laplanders, with 40,200 reindeer; in Russia (1859), 2,207 Laplanders, with 4,200 reindeer.

With those that belong to farmers and others I think we may safely say that the reindeer number about 400,000. The Samoïdes have the largest and finest breeds which are not numbered among those of the Lapps. In Kautokeino there are Lapps who own 2,000 reindeer; in Sorsele, in Sweden, one is said to own 5,000, and others 1,000 and 2,000. Some of the forest Lapps have 1,000. In Lulea Lappmark there are herds of over 2,000; in Finmarken, of 5,000; and some Lapps have owned as many as 10,000. A herd of 2,000 to 2,500 is said to give about 200 to 250 calves yearly.

Every owner has his own mark branded upon the ears of all his reindeers, and no other person has a right to have the same, as this is the lawful proof of ownership; otherwise, when several herds are mingled on the mountains, the separation would be impossible. According to custom no one can make a new mark but must buy that of an extinct herd; if these are scarce the price paid to the families that own them is often high; the name of the purchaser and each mark have to be recorded in court, like those of any other owner and property. The tax paid is according to the pasture land occupied.

Appendix K.

U. S. Revenue Steamer Bear,
San Francisco, Cal., December 6, 1890.

Dear Sir: Under orders from the Secretary of the Treasury, I have been ten years on the Bering Sea and Arctic Ocean station of the U. S. Revenue-Marine Service.

My duties have brought me very closely in contact with and greatly interested me in the native population.

On account of this interest, I have watched with pleasure the coming among them of the missionaries of the several churches and the teachers of the Government schools.

I have also seen with apprehension the gradual exhaustion of the native food supply.

From time immemorial they have lived principally on the whale, seal, walrus, salmon, and wild reindeer. But in the persistent hunt of white men for the whale and walrus, the latter has largely disappeared, and the former been driven beyond the reach of the natives. The white men are also erecting canneries on their best fishing stream, and the usual supply of fish is being cut off; and with the advent of improved firearms the wild reindeer are migrating farther and farther away.

With the disappearance of the whale, walrus, salmon, and reindeer, a very large portion of their food supply is taken away, and starvation and gradual extinction appear in the near future.

On my recent cruise I was accompanied by Dr. Sheldon Jackson, United States General Agent of Education, and together we have made the question of a future food supply the subject of special thought and investigation.

We have consulted with a few of the leading teachers, missionaries, traders, and whaling captains whom we have met, and they, without a single exception, agree with us that the most practical relief is the introduction of domesticated reindeer into that portion of northern and arctic Alaska adapted to them.

In Lapland there are 400,000 domesticated reindeer, sustaining a population of 27,000. In Siberia, but a few miles from Alaska, with climate and country of similar conditions, are tens of thousands of tame reindeer supporting thousands of people, and it will be a very easy and comparatively cheap matter to introduce the tame reindeer of Siberia into Alaska, and teach the natives the care and management of them.

This it is proposed to do in connection with the industrial schools established among the natives by the Bureau of Education. As in connection with the industrial schools in Dakota, Indian Territory, and elsewhere, the Indian boy is taught the raising of stock, so in the industrial schools of Alaska it is proposed to teach the Eskimo young men the raising of tame reindeer.

A few thousand dollars expended now in the establishment of this new industry will save hundreds of thousands hereafter. For if the time comes when the Government will be compelled to feed these Eskimo it will cost over $1,000,000.

In northern Alaska there are about 400,000 square miles that are adapted to the reindeer and are unfit for anything else.

This region has a present population of about 20,000, all of whom will be ultimately benefited by the new industry.

With an assured support, such as will come from herds of tame reindeer, there is no reason why the present population shall not be increased in numbers and advanced to the position of civilized, wealth-producing American citizens.

Asking for your favorable consideration and earnest advocacy of this matter,
I remain, very respectfully,

M. A. Healy,
Captain, U. S. Revenue Marine.

Hon. W. T. Harris, LL. D.,
U. S. Commissioner of Education, Washington, D. C.

DESTITUTION AMONG THE ALASKA ESKIMO.

[An interview with Capt. M. A. Healy, U. S. Revenue-Marine Service, in San Francisco Chronicle December 12, 1890.]

For several seasons past the Eskimo of northwestern Alaska have experienced great hardships in obtaining a supply of deer meat for their winter stores. It is to be feared that when the *Bear* makes her annual visit to the Arctic next summer many of the villages will be found to have lost their residents from starvation. The latest advices from the Arctic report a failure not only in the autumn deer hunt, but in the entire catch of whales, walrus, and seals.

Naturally of a timid disposition the deer have learned that the natives with breech-loading arms are far more formidable foes than when bows, arrows, and spears were employed in the chase. Again, the Eskimo spare neither young nor old when a herd is found, and little suckling fawns, as well as does carrying young, fall victims to their guns.

Formerly on the lower Yukon around St. Michael, on Norton Sound, and in the country known as the Kotzebue Sound district, numbers of deer made yearly visits. Now it is rare to find that the natives living at these points have seen or tasted deer meat.

The Alaskan deer of the arctic and subarctic regions have been confounded with the reindeer of other localities, but while certainly belonging to the rangifer family, they are the true barren-ground caribou, differing from the upland caribou and domesticated reindeer of Lapland and Siberia in being smaller in body and horns. From July to September the instincts of the deer induce them to come from the interior to the seacoast to obtain rest and freedom from the tortures inflicted by the hordes of mosquitoes that infest the inland swamps, and also to get saline matter from the herbage and moss growing in proximity to the ocean. In September they commence their inland migration, and from July until the middle of October they are ruthlessly pursued by the natives. Some rest is afforded to the animals during the dark days that prevail in the Arctic zone from November until January, but as soon after the early part of February as the weather permits the food seekers again take the field. The does have their young during April, and by a provision of nature the horns of the female only attain size during the time she is suckling the fawn and until it reaches such an age that it can feed—about two months.

When it is considered that a deer weighing on an average 125 pounds is consumed at a single sitting by five or six natives it may be readily perceived that the average returns of a successful hunting party must be large to feed a village.

During the past season in the Arctic the attention of Captain Healy, of the United States revenue steamer *Bear*, has been directed in a very pointed manner to the attainment of some method whereby the supply of deer for food and clothing purposes may be increased in northwestern Alaska. This year, taking advantage of the presence on the *Bear* of Dr. Sheldon Jackson, United States Commissioner of Education for Alaska, the captain, in conjunction with Commissioner Jackson, intends to present to the Secretary of the Interior data upon the subject.

Within a radius of 100 miles inland from the shores of the ocean on the Siberian coast, from Cape Navarin to Plover Bay, there are a people known as deer men. They belong to the Chukchee tribe of Siberians, and are essentially a nomadic race, wandering from East Cape, on the northern coast, to Cape Navarin, southward. Accompanied by their herds of tame reindeer, aggregating in many instances thousands, they roam in search of food. These reindeer, while resembling the Alaskan species in the main, differ in the texture of their skins, the pelts being spotted brown and white, with a smooth surface. These deer men subsist mainly on the products of their herds, bartering the skins with the coast natives for tobacco, seal oil, walrus hides for their boot soles, and other minor commodities, such as powder, shot, lead, and flour. At Cape Navarin and East Cape, Siberia, they sometimes meet the whaling ships and sell them deer meat and skins for tobacco, etc.

Captain Healy's ideas are to propose to the Government that he be empowered to purchase a number of these deer of both sexes and transport them on the *Bear* to some point on the Alaskan coast where moss and feed are plentiful. These deer are to form the nucleus of a herd, and from the yearly increase they can be distributed over other portions of the Northwest Territory. As the Alaskan Eskimo are not skilled in herding the deer, Captain Healy intends, if permission be granted by the Government, to endeavor to enlist the services of some experienced Siberian natives to instruct them.

Unless some measures be adopted, as suggested by Captain Healy, it is sure that a decade will witness the extermination of the people of our arctic province on its northwest shores. The results of the active and unscrupulous chase of their pelagic food supplies by the whalemen have already become evident; walrus are almost invisible on the ice floes within reach of the native hunters, while the flurried and galled whale makes its passage to the unknown regions of the Arctic Ocean at a speed which defies the natives to capture it.

The proposition of Captain Healy will be communicated to the Washington authorities at an early date.

DESTRUCTION OF THE WHALES.

[From Bancroft's History of Alaska, pp. 668 and 669.]

Of whaling enterprise in the neighborhood of the Alaskan coast mention has already been made; but a few statements that will serve to explain the enormous decrease that has occurred in the catch within the last three decades may not be out of place.

Of the 600 or 700 American whalers that were fitted out for the season of 1857, at least one-half, including most of the larger vessels, were engaged in the North Pacific. The presence of so vast a fleet tended of course to exhaust the whaling grounds or to drive the fish into other waters, for there are no permanent whaling grounds on any portions of the globe except those encircled by ice for about ten months in the year. In the seas of Greenland, not many years ago, whales were rarely to be seen; in 1870 they were fairly plentiful. The Sea of Okhotsk and the waters in the neighborhood of the Aleutian Islands were a few decades ago favorite hunting grounds, but are now almost depleted, while in 1870 the coast of New Siberia was swarming with whales. Schools of sperm whale are occasionally seen between the Alaska Peninsula and Prince William Sound, and the humpback sometimes makes its appearance as far north as Baranof Island. Between Bristol Bay and Bering Strait a fair catch is sometimes taken, but most of the vessels forming what is termed the North Pacific whaling fleet now pass into the Arctic Ocean in quest of their prey. Probably not more than 8 or 10 of them are employed on the whaling grounds of the Alaskan coast.

In 1881 the whaling fleet of the North Pacific mustered only 30 and in the following year 40 craft, of which 4 were steamers. The catch for 1881 was one of the most profitable that has occurred since the date of the transfer, being valued at $1,139,000, or an average of about $57,000 for each vessel, some of them returning with cargoes worth $75,000, and few with cargoes worth less than $30,000. In 1883 the catch was inconsiderable, several of the whalers returning "clean" and few making a profit for their owners.

The threatened destruction of these fisheries is a matter that seems to deserve some attention. In 1850, as will be remembered, it was estimated that 300 whaling vessels visited Alaskan waters and the Okhotsk and Bering seas. Two years later the value of the catch of the North Pacific fleet was more than $14,000,000.

After 1852 it gradually decreased until in 1862 it was less than $800,000; for 1867 the amount was about $3,200,000; in 1881 it had again fallen to $1,139,000, and for the season of 1883 there was a still further reduction.

SAN FRANCISCO, *December 18, 1890.*

DEAR SIR: Referring to your desire to obtain information relative to the introduction of reindeer into the northwest portion of the Territory of Alaska, I would say that in my opinion the project is entirely feasible. My experience in Alaska permits me to state on authority that the next decade will witness the extinction of the American reindeer, or rather caribou. In 1881, when I first visited the district of Norton and Kotzebue sounds and the lower Yukon, deer were plentiful. This past winter (1889) not a single animal had been seen within a radius of 200 miles. Similar conditions are coexisting from Port Clarence to Point Barrow, and where in former years the hunters had to travel but 50 miles to reach the deer haunts, to-day they traverse twice that distance. These contingencies arise from three causes:

1. The indiscriminate slaughter of young and old animals.
2. The use at the present day of improved weapons of the chase in lieu of the primitive bows, arrows, and spears.
3. The conditions of wind prevailing at the seasons when the deer go to and from the coast. It must distinctly be understood that upon a supply of these animals our Alaskan Eskimo depend for clothing as well as their stores of meat should their pelagic sources of provender fail.

The proposition to introduce deer from the Siberian herds can be effected at a cost of but a few thousand dollars.

The location for the first experimental station should be on Choris Peninsula or the vicinity of Kotzebue Sound. This location has climatic similarities with Siberia. The food (moss) supply is abundant and herding easy.

As the results of this initial experiment become manifest, additional locations for herds can be established. Within two seasons the Chukchee herdsmen will be able to instruct the Eskimo in the style of herding.

I have made inquiries upon the subject, and now give you the result. Ten years ago the Russian steamer *Alexander* went to the Kamchatka Peninsula, and officers of the Alaska Commercial Company bought seven male and seven female deer, transporting them to Bering Island (one of the islands leased by the company from Russia). Captains Blair and Greenberg and Superintendent Lubegoil inform me that the herd now numbers 180. From this you can judge the rate of propagation.

The revenue steamer *Bear* can be utilized for transportation, and I know no man more capable of conducting the experiment than Captain Healy.

I hope that the small sum required will be voted by Congress, as unless something is done for these people their annihilation is only a question of a brief period.

The whalers have so frightened the big fish that the natives are unable to pursue them in their rapid passage, while the extermination of the walrus is almost a fact.

These remarks I present as requested.

Yours, very truly, HENRY D. WOOLFE.

Dr. SHELDON JACKSON,
Washington, D. C.

WILD REINDEER IN ALASKA.

[Charles H. Townsend in the report of the cruise of the U. S. Revenue Marine Steamer *Corwin*, 1885, Capt. M. A. Healy, commanding, pp. 87 and 88.]

Reindeer are found more or less regularly throughout Alaska. They were found by Mr. McLenegan on the Noätak, as well as by our party on the Kowak. Traders in the service of the Alaska Commercial Company told me of their common distribution over the Yukon, Kuskokwim, and Aleutian divisions of the country. They have even been shot on Unimak Island, at the end of the peninsula; but reindeer are restless animals, irregular in their migrations and habits. Sometimes they desert whole sections of the country for months together, and they appear to have withdrawn from many regions where firearms have been introduced. Notwithstanding the fact that large herds of reindeer are kept in a state of domestication by the Chukchees at East Cape and other well-known places on the Asiatic side of Bering Straits, with whom the natives of the Alaskan side communicate regularly, there appears to be no domestication of the species whatever in Alaska, nor indeed in any part of North America.

In time, when the general use of firearms by the natives of upper Alaska shall have reduced the numbers of this wary animal, the introduction of the tame variety, which is a substantial support to the people just across the straits, among our own thriftless, alcohol-bewitched Eskimos, would be a philanthropic movement, contributing more toward their amelioration than any system of schools or kindred charities. The native boats could never accomplish the importation, which would, however, present no difficulty to ordinary seagoing vessels. The taming of the American reindeer is impracticable, for domestication with this animal at least is the result of subjection through many generations. Something tending to render a wild people pastoral or agricultural ought to be the first step toward their advancement. In our management of these people, "purchased from the Russians," we have an opportunity to atone, in a measure, for a century of dishonorable treatment of the Indian.

REINDEER.

[From Encyclopedia Britannica, vol. 7, pp. 24 and 25.]

The reindeer (*Tarandus rangifer*), the only domesticated species of deer, has a range somewhat similar to the elk, extending over the entire boreal region of both hemispheres, from Greenland and Spitzbergen in the north to New Brunswick in the south. There are several well-marked varieties, differing greatly in size and in form of the antlers, the largest forms occurring farthest north, while by many writers the American reindeer, which has never been domesticated, is regarded as a distinct species. The antlers, which are long and branching, and considerably palmated, are present in both sexes, although in the female they are slender and less branched than the males. In the latter they appear at a much earlier age than in any other species of deer, and Darwin conjectures that in this circumstance a key to their exceptional appearance in the female may be found. The reindeer has long been domesticated in Scandinavia, and is of indispensable importance to the Lapland race, to whom it serves at once as a substitute for the horse, cow, sheep, and goat. As a beast of burden it is capable of drawing a weight of 300 pounds, while its fleetness and endurance are still more remarkable. Harnessed to a sledge, it will travel without difficulty 100 miles a day over the frozen snow, its broad and deeply cleft hoofs being admirably adapted for traveling over such a surface.

During summer the Lapland reindeer feeds chiefly on the young shoots of the willow and birch; and as at this season migration to the coast seems necessary to the well-being of the species, the Laplander, with his family and herds, sojourns for several months in the neighborhood of the sea. In winter its food consists chiefly of the reindeer moss and other lichens, which it makes use of its hoofs in seeking for beneath the snow. The wild reindeer grows to a much greater size than the tame breed, but

in Northern Europe the former are being gradually reduced through the natives entrapping and domesticating them. The tame breed found in Northern Asia is much larger than the Lapland form and is there used to ride on. There are two distinct varieties of the American reindeer, the barren-ground caribou and the woodland caribou. The former, which is larger and more widely distributed of the two, frequents in summer the shores of the Arctic Sea, retiring to the woods in autumn to feed on the tree and other lichens. The latter occupies a very limited tract of woodland country, and, unlike the barren-ground form, migrates southward in spring. The American reindeer travel in great herds, and, being both unsuspicious and curious, they fall ready victims to the bow and arrow or the cunning snare of the Indian, to whom their carcasses form the chief source of food, clothing, tents, and tools.

Appendix L.

Capt. M. A. Healy, in January, 1892, writing to Senator Charles N. Felton, says:

"The three great problems of existence of both natives and whites in the Territory of Alaska are food, clothing, and transportation. They are to be solved in a rigorous climate and rough and almost impenetrable country, and one in which nothing as yet is produced from the ground. The food supply must either be found in the flesh of the wild animals and birds of the country or brought from without. With the white population the food might be said to be brought wholly from without. The enormous expense this entails has kept this population down to the narrowest limit of employees of firms or companies capable of maintaining stations there and confined these stations to a few scattered well-known points along the immense stretch of seacoast or on some of the principal rivers, as the Yukon.

"*Food supply.*—The native population of the northwest part of the country depend for food upon whale, walrus, seal, fish, and what few wild animals, such as deer and caribou, they can kill. The whale and walrus have been so persistently pursued by white men that they have rapidly diminished and are now so scarce and shy that their capture by the natives is attended with great difficulty and uncertainty. This scarcity of their principal supply of food is greatly felt by the natives along the whole northwest coast and to such an extent that in the short space of winter whole villages have been wiped out.

"I have seen almost the entire population of St. Lawrence Island lying strewn about their huts dead from starvation. And this winter of 1891–92 the same fate may be that of Kings Island. Upon my visit there in September last, the seal and walrus catch having failed them, the natives were reduced to the direst extremities. Their larders were exhausted and their only means of subsistence their dogs and the kelp and carrion cast up by the tide. What supplies could be spared from the vessel and what bought at St. Michaels station were given the people with the hope that it would tide them over until more successful hunting. But this hope is not without misgiving that upon my return in the spring I shall find many of them whom I count as friends cold in death. The interior natives are dependent wholly upon caribou and deer and what fish come into their streams during the short summer. Caribou and deer are rapidly diminishing there, as they have in other countries, and the fishing streams are being taken up by white men, so that the lines of existence are on all sides being drawn tighter and tighter about these poor native Alaskans.

"*Reindeer-skin clothing.*—Clothing of reindeer skin has been found the best and only kind to withstand the intense and continued cold of the country. These skins are now bartered at a high price from the natives of the Siberian coast, and are passed along the Siberian side from village to village, increasing in value the farther they go from the Bering Straits. The experience of white men and natives has been the same, and even in our summer visits to the country we on the vessel use reindeer clothing to keep from suffering.

"The methods of transportation now in use in Alaska are by dog trains and boats. By boat it is impossible to travel nine months in the year, and during the three months of summer when the streams are open they can be used only down stream. By dog trains transportation is limited, slow, and uncertain, and the greater part of the load is taken up with food for the animals. These dogs have been so closely bred that they are now degenerated in size, strength and sagacity. I have for years been requested by natives to bring them a larger breed to improve their dogs, and the Hudson Bay Company has imported the English mastiff for use in trains where the native dog is too slight.

"Among the whites the greatest difficulty experienced by miners, missionaries, explorers, and residents has been the want of a rapid and assured means of transportation. The history of every expedition that has penetrated into the country any distance from the coast has been one of suffering and oftentimes hunger from the difficulty of travel and packing. Horses, cattle, asses, and other beasts of

burden, excepting tame reindeer, are out of the question, because they can not live in the country, and it is impossible to provide food for them when snow covers the ground the larger part of the year. On account of this difficulty the country, except along the seacoast and a few of the navigable rivers, is as little known to-day as when it was first bought. And those great mineral deposits which Alaska is said to contain remain as yet undiscovered.

"*What the reindeer might do.*—To my mind the only satisfactory solution of all three of these problems, important as they are, is the introduction of tame reindeer into the country. In proper numbers they will transform the native population from a fishing to a pastoral people, and prove to them a never-failing supply of food. The hides of the animals already furnish almost the only clothing used, but at a greatly exaggerated cost. And to the white explorers, miners, missionaries, and settlers the reindeer will prove a means of transportation and packing that will enable them to learn and develop the resources of a vast country.

"The natives of Siberia have for centuries herded and reared the tame reindeer, and thus been safe against periodical periods of starvation when the whale and walrus fail them. They are a strong, swift, and hardy animal, tractable and easily broken to harness and packing, and especially adapted, or, in fact, made for the country and climate. In travel they are self-sustaining. The supply of moss upon which they feed covers the whole of northern Alaska, and instinct leads them to secure it in winter as well as summer by burrowing through the deepest snows. It is not necessary for us to speak of the value of such pack animals to the prospector. To the explorer they are equally valuable, and when supplies fail are equally valuable as food.

"If I may revert back to the days of the Western Union Telegraph expedition to that part of the country where reindeer could be procured for drafting as well as for food, the thousand and one obstacles that at first seemed insurmountable were, through the medium of these animals, easily overcome.

"The natives of Alaska quite see the advantage of such an animal in their midst, have expressed to me their eager wishes for them, and along the Yukon, the most thickly settled part of the country, the white people are enthusiastic over their introduction, for in them they see a solution of many of the difficulties of existence there.

"*The Siberians will sell.*—Some writers and others have claimed that the Siberian natives will not sell reindeer to white men, but Dr. Jackson and I have disproved this by buying during the past summer, at different points on the Siberian coast, sixteen of the animals, and securing promises to sell us as many as we could take care of the coming summer, should they be wanted. The sixteen we purchased, the first ones to be introduced into the Territory, we placed at Unalaska for propagation.

"I believe this is the most important question that bears upon the Territory of Alaska to-day, and a small sum donated by Congress for the purpose will in the end develop the country, its character and resources, and prove a great benefit to the commerce and wealth of the United States in general and the Pacific Coast in particular.

"I am not referring to the Alaska of the tourist—that narrow strip of island from the southernmost boundary to Sitka—but to that immense territory of 500,000 square miles of the north and west, of which the world has no knowledge and no conception, and to which the Alaska of the tourist bears as much relation as the State of Florida does to the whole United States."

APPLICATION FOR A TEAM OF REINDEER.

FORTY-MILE CREEK, *August 13, 1892.*

DEAR SIR: Captain Peterson informs me that you would bring some reindeer, bought by the Government, to distribute in Alaska. If you did get any, and send me a pair, or better, two cows and one bull, I will surely reward your trouble. I am doing freighting here in the winter with dogs, and reindeer would be far ahead of them. You could leave them in somebody's care in St. Michael for the winter and have them sent up here in the spring. I will pay for all the expenses. If you did not get any this year for the Government, and you have a chance to buy some for me, I wish you would do it, and I will pay for them, whatever it is.

Respectfully,

FRITZ KLOKE,
Forty-Mile Creek, Alaska.

Appendix M.—Commercial Value of Reindeer.

[N. Width, importer and commission merchant of Scandinavian products, 63 Broadway, room 29. Cable address, "Puncheon, New York."]

607 Penn Mutual Building,
Philadelphia, Pa., April 16, 1892.

Dr. Sheldon Jackson,
Bureau of Education, Washington:

I received your favor of the 14th and a pamphlet, which I have read with great interest. If reindeer can be imported in Alaska from Siberia and if there exists abundance of reindeer moss in Alaska, the facilities for realizing the plan are rather great.

Besides the advantages mentioned in the pamphlet, there exists one to which I want to call your attention—the great commercial importance.

To Sweden and Norway it is not only the Laplanders who live on reindeer; smoked reindeer meat and smoked tongues are sold everywhere in the said countries and the hides are in great demand, tanned to a soft skin (used for gloves, military riding trousers, etc.).

There are merchants in Stockholm the only trade of whom is in Lapland products, and the skins, dried with the hairs on, are exported by the thousands to Germany and England. I sold myself, 1878, about 5,000 such skins to a firm in Leipzig, Germany. The Norwegian Preserving Company use large quantities of reindeer meat for canning, and fresh it is considered a delicacy. Russia exports fresh reindeer meat, frozen, in carloads to Germany.

The price of smoked hams is in Sweden about 10 to 9 cents a pound; of smoked tongues, 8 to 10 cents apiece (or a pair, I can not exactly remember which); of dried hides, with hair on, $1.25 to $1.75 apiece, and more if they are not worm-bitten. The Swedish reindeer have mostly a kind of insect which lays its eggs in their skins; this causes holes, which are seen in the skin when tanned and diminish their value. The hairs are in great demand for the filling of life-saving apparatus (buoys, etc.), while they possess buoyancy in a wondrous degree. The best existing glue is made of reindeer horns. If I were sure of getting a trade in these articles and had the money I would not consider it a moment, but go to Alaska at the first opportunity and make a fortune in ten years.

The number of reindeer killed for the trade (besides what the Laplanders use for themselves) is yearly 12,000 to 15,000 in Norway, probably 6,000 to 7,000; besides, Sweden imports large quantities of meat and skins from Finland.

In 1881 I visited the fair in Nizhnee-Novgorod, Russia, and became there acquainted with a merchant from Nuhangel, who had brought to the fair 5,000 pair smoked tongues and 6,000 tanned skins (the tanned skins have a value of $2 to $3 apiece). A Swedish dragoon regiment wear trousers exclusively made of tanned reindeer skins (no other material permitted).

I think these facts might be of some interest. Captain Healy says in his letter; "If the Government will be compelled to feed the Eskimo it will cost over $1,000,000." If the Government realize the plan of domesticating reindeer, it would probably bring a good yearly income to the United States.

Yours, respectfully, N. Width.

I should be very much pleased to learn later on how far the project succeeds and what steps the Government will take. If I move to Puget Sound next fall I shall probably make a trip to Alaska.

Philadelphia, Pa., *December 31, 1892.*

Dear Sir: Your favor of the 29th received, and in answer beg to say, that I wrote to a friend in Norway about a book or pamphlet, as desired; I think, however, it would be easier to get such book from England, as probably some English tourist or other has written about the Laplanders, who always have been an object of great interest to tourists traveling in Norway.

The acclimatization of reindeer in Alaska would most certainly considerably increase the revenues from this province, as soon as some thousand deer could be yearly slaughtered and the hides and meat brought into the market. I believe I have written to you hereabout on a previous occasion; the tanned skins (soft and with a beautiful yellow color) would no doubt find a ready sale; in Sweden they are paid with seven to ten kr. ($2 to $2.75) and used for military pantaloons, gloves, bed-pillows, etc., and the hair, owing to its great buoyant quality, is much used for life-saving material. Russia sends frozen reindeer meat by carloads to Germany.

If I had capital, and if the climate in Alaska were not too severe, I would like very much to start such trade, in which I have some experience.

There is also another animal which would suit admirably for Alaska—the so-called "Thibetian ox," "yak," also "grunting ox" (probably while grunting as a hog). The animal has feet as a goat, well fitted for climbing rocks and stones; the cow gives an excellent milk, which gives an excellent butter (the reindeer has not this merit); is used in Thibet also very much for transporting purposes. This ox, which is to the natives in Thibet what the reindeer is to Laplanders, is admirably qualified to sustain cold, seems even to love the cold, and to thrive best in cold and rough weather; it loves to throw itself in frozen lakes and rivers, to lie in snow and shady places, is always lying in the open air, has to seek its food for itself, only the herders have to take care to bring it down in the winter in the lower regions where the snow melts and the food is accessible.

In Thibet these animals are completely left to themselves; if taken some care of they might multiply quicker and be much improved. They are seen in the zoological gardens in Europe, probably also in this country; might be shipped from Bombay or Calcutta, I presume. This animal might become by and by as abundant in Alaska as formerly were the buffalo on the Western prairies, and make Alaska a visiting place for sportsmen.

With my compliments for the New Year, I remain, dear sir, yours, respectfully,

N. WIDTH.

Rev. SHELDON JACKSON.
Washington, D. C.

P. S.—As a proof of what man can do with a good will and good sense, even in the cold, inhospitable region, I wish to mention that in a place in Sweden, under 67° north latitude, where rich iron ores have been found and bought by an English company, a Swedish colonel and engineer in 1890 planted a grand park and garden, where all kinds of vegetables are growing, even rhubarb, asparagus, cauliflower, raspberries, strawberries, currants, large pine and birch trees. The park has an area of 2,800 to 3,000 square feet.

APPENDIX N.

THE CHAMBER OF COMMERCE OF SAN FRANCISCO,
San Francisco, January 20, 1891.

Resolved, That our delegation in Congress be requested to urge the passage of the joint resolution introduced December 19, 1890 (H. Res. 258), extending to Alaska the benefit of laws encouraging instruction in agriculture and the mechanic arts.

Adopted unanimously by the Chamber of Commerce of San Francisco this 20th day of January, A. D. 1891.

Attest:

[SEAL.] THOS. J. HAYNES, *Secretary.*

THE TRIBES, MISSIONS, AND SCHOOLS OF ALASKA.

So many inquiries have been made for general information with regard to Alaska, that it seems expedient to make a report which contains a general survey of the tribes, villages, missions and schools of this unique region.

Scattered over this vast North-land, in clusters of small settlements, is a population composed approximately of 15,000 Innuit, or Eskimo, 2,145 Aleuts, 1,756 Creoles, 5,100 Tinneh, 3,000 Thlingets, 788 Hydah, and 2,000 whites, making a total of 33,623.

THE INNUIT.

The Innuit occupy the entire coast line of Alaska, with the outlying islands along the Arctic coast to Bering Strait; thence southward to the Alaska Peninsula, over the peninsula and eastward and northward along the Pacific Coast to Mount St. Elias, with the exception of a small territory on Cook's Inlet and at the mouth of Copper River, where the Tinneh from the interior have forced their way to the coast. Occupying the coast line, they are bold navigators and skilled fishermen and sea hunters.

The term "Innuit" is the native word for "people," and is the name used by themselves, signifying "our people." The term "Eskimo" is one of reproach given them by their neighbors, meaning "raw-fish eaters." The Innuit of Alaska are a much finer race physically than their brethren of Greenland and Labrador. They are tall and muscular, many of them being 6 feet and over in height. They have small black

eyes, high cheek bones, large mouth, thick lips, coarse brown hair, and fresh yellow complexions. In many instances the men have full beards and mustaches. In some sections the men wear a labret under each corner of the mouth, in a hole cut through the lower lip for the purpose.

They are a good-natured people, always smiling when spoken to. They are fond of dancing, running, jumping, and all athletic sports. While they speak a common language from the Arctic to the Pacific, each locality has its own dialect.

The native dress is the parkas, made of the skins of animals and sometimes of the breasts of birds and skins of fishes. However, where they have access to the stores of traders the more progressive buy ready-made clothing.

Their residences have the outward appearance of a circular mound of earth covered with grass, with a small opening at the top for the escape of smoke. The entrance is a small and narrow hallway to the main room, which is from 12 to 20 feet in diameter, and is without light or ventilation. Those of the Kadiak district have one or two small bedrooms opening into the main room.

The diet consists of the meat of the moose, reindeer, bear, and smaller fur-bearing animals; also of fish, the white whale, the walrus, seal, and various waterfowl. In the northern section they have a great aversion to salt. While they will eat with great relish decayed fish or putrid oil, they will spit out with a wry face a mouthful of choice corned beef.

Men, women, and children are inveterate smokers.

While they travel continually in the summer, they have permanent winter homes.

Their religious belief is quite indefinite. In a general way they believe in a power that rewards the good and punishes the bad, by sending them to different places after death. They are barbarians, and, with the exception of those in southern Alaska, have not had civilizing, educational, or religious advantages.

From the boundary line to Bering Strait, along the bleak Arctic coast, villages are placed here and there, wherever there is a sheltered harbor with good hunting or fishing; the population of these aggregates 3,000.

At Point Barrow, the most northern portion of land on the continent, there is a village (Nuwuk) of 31 families and 150 people. They inhabit houses or tupecs that are built partly under ground for warmth. The upper portion is roofed over with dirt, supported by rafters of whale jaws and ribs. Eight or 10 miles south of Nuwuk is Oot-ke-ah-ve, with a population of 300 to 400.

This is one of the villages selected by the United States Bureau of Education for the establishment of a school, the contract for which was given to the Board of Home Missions of the Presbyterian Church for the Woman's Executive Committee of Home Missions. The money necessary for its establishment was generously contributed by Mrs. Elliott F. Shepard, of New York. The first teacher was Prof. L. M. Stevenson, of Versailles, Ohio, who reached the place on July 30, 1890.

In 1892 Mr. Stevenson was appointed by the Government keeper of the Refuge Station. This station is, next to Upernavik, Greenland, the northernmost mission in the world. Mr. Stevenson reports it very interesting to see their black eyes flash and their dusky countenances brighten as they learn a new word or a new combination of figures. They seem to pride themselves on knowing English, but manifest little desire to speak it, as that would be breaking off from their traditions, and their im-ut-koots (doctors) would let the evil one take full possession of them for thus abandoning the style of former days.

The attendance for the most part was very irregular, owing to the trips that had to be made out to the caches where the deer meat was stored, and which they brought in for food, as required, and for the catching of seals for both food and fuel.

After the age of 4 is reached, no parent is able to tell the age of his children, and they are not positively certain beyond 3 years, so that the classification by ages in school is mere guesswork. Knowledge of the past is summed up in the single word "i-pan-ee," which may be yesterday or ten thousand years ago, or any indefinite period.

Five seems to be the basis and almost the extent of their mathematical comprehension, and beyond the limit of 15 the best of them become confused, and cut off further count by a single word, "am-a-lok-tuk," which may be anything, from 1 upward. It seems to mean plenty. If there is enough for the present meal it is "am-a-lok-tuk."

The coldest weather reported was 42½° below zero. The long, dark (for the night extends from November 19 to January 23) Arctic winter wore away until April 14, when the report of "whales seen in the lead" set everyone wild with excitement, nearly breaking up the school. All the pupils large enough left immediately to hunt whales, and a few weeks later the remaining boys and girls left to drive the dog teams that were transporting the whalebone and meat to the village from the edge of the ice, from 12 to 20 miles out to sea.

At this village is also located the Government refuge station for shipwrecked whalers. Within the past ten years some 2,000 sailors have been wrecked on this

Arctic coast. So far they have been fortunate in finding vessels within reach to carry them south to civilization, but the occasion is liable to come any season when they will be compelled to winter here. To a large body of men this means slow starvation and death. They could not subsist on the country, and there is no adequate provision within 1,500 to 2,000 miles; and when the long Arctic winter sets in no power on earth could reach them with help. To provide against any such horrible tragedy Capt. M. A. Healy, U. S. R. M., saw the need of having an ample supply of provisions stored at some central place in the Arctic region. The plan grew and took shape in his own mind. He enlisted his friends and the men interested in the whaling industry, particularly in New Bedford and San Francisco, and finally, after many vexatious delays that would have discouraged a less persistent man, Congress voted the money for erecting the buildings and procuring the provisions.

In 1889 Captain Healy brought up the materials and erected the main building, which is a low one-story structure, 30 by 48 feet in size. The walls, roof, and floor are made double, as a protection against the intense cold of this high northern latitude in winter. It will accommodate 50 men comfortably; it can shelter 100 if necessary. The house has provisions for 100 men twelve months, and is admirably adapted for its purpose.

Three hundred and ten miles south of Point Barrow, on the Arctic coast, is Point Hope, with a population of 300. At this village is a successful mission and school, conducted by Mr. John B. Driggs, M. D., under the auspices of the Protestant Episcopal Missionary Society. During the winter of 1890–91 the attendance at the school numbered 68.

The school was opened on the 1st of October, 1890. The day brought with it a blizzard and snowstorm that lasted for nine days. During the morning the teacher occupied the schoolroom alone, but as time wore on and no pupils came he put on his furs and started for the village to hunt up the children. Upon going outside the house he found a boy walking on the beach. Taking him into the schoolroom, he commenced school. At the close of the afternoon he presented his pupil with a couple of pancakes left from his own breakfast. The effect was equal to any reward of merit. That boy proved one of the most regular in attendance during the entire winter season. The next morning 4 presented themselves, and from that the school grew to 68. A mixture of flour, molasses, and water made into a sort of cake, a little of which was given to the pupils each evening, proved a very cheap and efficient method of securing regular attendance, and promoting discipline, as they had to be both present and perfect in their deportment and recitations to be entitled to cake. The scholars usually arrived from 6 to 7 in the morning and remained all day. The sun disappeared on the 10th of December and returned on the 3d of January, giving them a night of twenty-four days. Lamps were required in the schoolroom from November 12 to February 9. The thermometer varied in the coldest weather from 27° to 31° below zero, the average of the winter being probably about 15° below zero. During February and a portion of March a series of blizzards set in that were beyond description. The ice was solid across the ocean to Cape Prince of Wales, 200 miles distant. The effect of the gales was such that at times it seemed as if the schoolhouse must be blown away. Snow flew in perfect sheets. The schoolhouse was located 2 miles from the village, and yet, notwithstanding the storms and distance, the attendance was good. For a few days the teacher hired men to see the little ones safely home through the storm (the 2 miles distance), but soon found that the precaution was unnecessary; that they were accustomed to take care of themselves.

Two hundred and twenty miles south of Point Hope is situated the village of Cape Prince of Wales, on the American side of Bering Straits. It contains a population of 539 Eskimos. In 1890 the American Missionary Association (Congregational) established a station at this place, with Messrs. W. T. Lopp and H. R. Thornton teachers. School was opened on the 18th of August, 1890, with only about one-fourth of the population returned to the village from their summer's hunt.

The school being established among a wild people, who had known no restraints and who could not comprehend the purposes or language of the teachers in coming to them, at first, through misapprehension, there was a good deal of trouble. On the 19th of September Elignak, one of the wealthiest men of the village, and one of his wives, both in a state of beastly intoxication, tried to force their way into the house. On the 23d of September some of the students became so boisterous and unruly in the schoolroom that they also had to be excluded from the house. And again, in November, drunken parties tried to break in and make a disturbance, so that for two months the teachers taught, ate, worked, and slept with loaded arms at hand, not knowing at what moment they might have to defend the property committed to them, and their lives. They were constantly harrassed with questions as to when resistance should begin and how far it would be justifiable, debating in their own minds whether it would be better to allow themselves to be robbed or murdered without resistance, or through resistance make the savages respect their manhood.

The danger to the station was greatly increased by an epidemic of the grip, which carried away 26 people in two months. This was by the superstitions of the people attributed to the presence of the white men among them. However, through tact and good management and the providence of God, hostilities were prevented, and by January the strained situation was greatly relieved. Mutual confidence sprang up between the natives and the teachers. Having heard, before going to the place, of the bad reputation of the people (which, however, it was found they did not deserve), and feeling that a people who knew nothing of schools would not endure for any length of time the restraints of a schoolroom, and the cost of building being very great (all lumber and material being sent from San Francisco, 3,000 miles), the schoolhouse was built to hold about 50 pupils, and it was thought that if 50 pupils could be obtained among such a people, under such circumstances, it would be a very great success. But, to the astonishment of the teachers themselves and to the astonishment of the friends of education interested in these Arctic schools, it was found that the total enrollment for the first year was 304 pupils, out of a population of 539 people. The average daily attendance for the last seven months of the school was 146, and the average daily attendance for the whole session of nine months was 105. As the schoolroom would hold only about 50 at a time, the teachers were compelled to divide the pupils into three classes and hold morning, afternoon, and evening sessions of school. And then, to prevent the children who belonged to the afternoon or evening school from smuggling themselves into the morning session, or the morning children from remaining to the afternoon or evening session, it was found necessary to build two parallel snow walls some distance from the schoolroom door, and when the bell stopped ringing for school the teachers ranged themselves on either side, in order to sift the children that were trying to get into the schoolroom. It was with great difficulty that the pupils were made to understand that it was not proper to talk and laugh and jump over the benches in the schoolroom during school as much as they pleased; nor could they understand why 30 or 40 visitors could not lounge about the room which was needed for those who desired to study; so that upon several occasions it became necessary to exclude certain parties from the schoolroom; but exclusion for a few days was all that was necessary. It was considered a great punishment not to be able to come to school. During the epidemic a number of slates that the children had been allowed to take home at night were returned by order of the medicine men, who ascribed much of the sickness to the slates and the pictures which the children made upon them—they were "bad medicine."

The teachers began their school work by learning the Eskimo names of the most important objects in daily use and training their pupils in the English equivalents. From words they proceeded to phrases, and from phrases to sentences, teaching them to translate the Eskimo into English and vice versa. They gradually added English letters and numbers, together with some elementary geography and arithmetic. Although they had had a combined experience of thirteen years in the schoolroom in the States, the teachers declare that they never had more quick-witted, intelligent pupils than these wild Eskimo children. At the beginning of the school year only a few could count ten, in a blundering fashion, and nine-tenths of the pupils knew practically no English whatever. At the close of the first school year they had a good working vocabulary, knew something of geography and map drawing, understood thoroughly the decimal basis of our numbers, could count up to one thousand, work examples in simple addition, write and read simple English words, and carry on a conversation in English on everyday practical matters. The pupils showed a remarkable desire to learn for learning's sake. During 1891–92 the average daily attendance was 106, and during 1892–93, 160.

In the summer of 1893 Mr. W. T. Lopp was appointed superintendent of the reindeer station at Port Clarence, and, with his wife, removed to that place, leaving Mr. and Mrs. H. R. Thornton in charge of the mission. On the 19th of August, 1893, Mr. Thornton was assassinated by two young men whom he had expelled from school for disorderly conduct. The community at once showed their horror at the act by summarily killing both the murderers.

After the death of her husband Mrs. Thornton returned to her parents in Maine, and the mission was closed for the season of 1893–94.

This mission is an important point from which to carry Christian civilization across to the tribes of Siberia, 46 miles distant.

In the narrow strait separating Asia from America is a small group of islands called the Diomede. On these islands are three hundred Innuit.

The largest of the Diomede Islands belongs to Russia and the smaller one to the United States. They are both inhabited, and at this point the inhabitants of Russia and the United States are only separated by a channel 2 miles wide.

The Eskimo of the Diomedes, with those at Cape Prince of Wales, are the great smugglers of the north. Launching their walrus-skin boats (umniak), they boldly cross to and from Siberia, trading the deerskins, sinew, and wooden ware of Alaska for the walrus, ivory, skins of tame reindeer and whale blubber of Siberia, firearms, and whisky.

Nearly midway between Cape Prince of Wales and Point Hope is Kotzebue Sound, around which are a number of villages of the Arctic Eskimo. Some of the hills surrounding this sound rise to the height of a thousand feet, and are covered with a species of wild cotton that in its season gives the appearance of snow.

The Noatak and Kowak rivers, both large streams, and also the Salawick, empty into the sound. This is one of the places where the people come in July from all sections of the country for the purposes of trade and barter. The Innuit of the coast bring their oil, walrus hides, and seal skins; the Tinneh their furs from the interior, and the Chuckchees their reindeer skins, firearms, and whisky from Asia.

On King's Island, south of Cape Prince of Wales, is a village of cave dwellers, numbering 200. This is one of the most remarkable settlements in America. The island is a great mass of basalt rock, about a mile in length, rising from the sea with perpendicular sides from 700 to 1,000 feet above the water. On the south side the wall is broken down by a ravine rising at an angle of 45°, which is filled with loose rock. A great permanent snow bank fills the ravine from the bottom to the top of the mountain. On the west side of the snow is the village of Ouk-ivak, which consists of some 40 dwellings or underground houses, partly excavated in the side of the hill, and built up with stone walls. Across the top of these walls are large poles made from the driftwood that is caught floating around the island. Upon these are placed hides and grass, which are in turn covered with dirt. A low tunnel or dirt-covered hallway, 10 to 15 feet long, leads directly under the center of the dwelling. This is so low that it is necessary to stoop and often creep in entering. At the end of the hall, directly overhead, is a hole about 18 inches in diameter. This is the entrance to the dwelling above.

Frequently in summer these caves become too damp to live in. The people then erect a summer house upon the top of the winter one. The summer house consists of walrus hides stretched over a wooden frame, making a room from 10 to 15 feet square. These summer houses are guyed to rocks with rawhide ropes, to prevent them from being blown off into the sea. The entrance is an oval hole in the walrus hide, about 2 feet above the floor. Outside of the door is a narrow platform about 2 feet wide, leading back to the side of the hill. Some of these platforms are from 15 to 20 feet above the roofs of the huts below them. Across the ravine from the village, at the base of the perpendicular sides of the island, is a cave, into the mouth of which the surf dashes and roars. At the back of the cave is a large bank of perpetual snow. This cave is the storehouse of the whole village. Walrus and seal meat is stored away in rooms excavated in the snow. As the temperature in the cave never rises above the freezing point, meat so stored soon freezes solid and keeps indefinitely.

South of King's Island is that of St. Lawrence, the largest island in Bering Sea. On the extreme northwest corner is the village of Chib-u-Chak, with 21 houses, containing a population of 270, of whom 125 are under 21 years of age. The houses are from 20 to 50 feet in size. For a distance of 5 or 6 feet above the ground the walls are built of driftwood, whalebone, or timbers and planks from shipwrecked vessels. These are placed on end, side by side, forming an inclosure in a circular or oblong form. The cracks between these planks are stuffed with moss. The rafters are covered with walrus and seal skins, forming the roof. Some roofs are in the shape of a cone and others of a dome. The interior is partitioned off around the sides with deerskin curtains, forming sleeping apartments. All around, inside and outside, are filth, dirt, sleds, spears, snowshoes, and household utensils. The houses and tents are located with no reference to order or street lines. The sleds are shod with bone. Of a few small ones the whole runner was made of a walrus tusk.

If the building is a very large one there is a row of supporting poles on each side, midway between the center and sides. Over the rafter poles are stretched walrus hides. These are held in position by rawhide ropes, attached to which and hanging down the sides of the building are the vertebræ of whales, large stones, and old iron from shipwrecked vessels. This anchorage both stretches the skins and prevents them from being blown off. These skins, being translucent, let in a great deal of light. There are no windows in the house, and but a small opening, about 2½ feet above the ground, for a door. Fire, when they have any, is made on the dirt floor in the center of the room. Each building is occupied by several families. Near the house is a scaffold made of posts of the jawbones of the whale. These are 7 to 10 feet high and 10 feet wide. On these are placed the skin boats, harness of the dogs, meat, etc., so as to be out of the reach of dogs. Upon one of these, attached to the whalebone cross-beam, was a child's swing, made of walrus rope.

I saw several excavations where underground houses had once been, and one such house still standing with the roof partially fallen in. The sides were composed of walrus skulls laid up like a stone wall. In this house were some corpses, together with spear, arrowheads, and personal belongings of the dead.

Passing from house to house, I was followed by a crowd of dirty but bright-looking children. From the eldest to the child which was just able to talk they asked for

tobacco, which is used by both sexes and all ages down to the nursing child. Five little girls, from 4 to 10 years of age, gave a native dance. They commenced with a swinging motion of the body from side to side, throwing their weight alternately upon each foot. This was accompanied by an explosive grunt or squeak, as if the air was being violently expelled from the lungs. As they warmed up they whirled around, writhed and twisted their bodies, and distorted their faces into all manner of shapes and expressions, until they would fall down with dizziness.

In 1891 I erected a good schoolhouse and teacher's residence at the village, but up to the winter of 1893–94 no suitable teacher and his wife have been found for the place. This building, through the liberality of two ladies, is the property of the Presbyterian Board of Home Missions, and there is a fair prospect that a teacher will be sent this season.

In 1878 the island was the scene of a great tragedy. Starvation and pestilence carried away over 400 of the people. When the revenue cutter visited the island in 1880, in four villages not a man, woman, or child was left to tell the tale; the corpses of the population alone were found. All the villages on the island, with the single exception of Chib-u Chak, had been swept out of existence.

In 1884 Captain Healy reports, "At the villages along the north shore no sign of living beings could be found, but the still decaying bodies of the unfortunate Eskimo were lying in and about the falling houses."

From Bering Strait around the shores of Norton Sound are a number of villages, aggregating a population of 633.

On the northern side of Norton Sound is Golovin Bay. At the Golovin village the Swedish Evangelical Mission Union erected a building and established a mission in the summer of 1893. Eighty-five miles east of Golovin Bay, on the east coast of Norton Sound, is the village of Unalaklik. A mission station was established at Unalaklik in 1886 by the Swedish Evangelical Mission Union, with Rev. Axel E. Karlson in charge.

In 1893 he was assisted by the Rev. August Anderson, the Rev. David Johnson, N. U. Hultburg, Miss Malvena Johnson, and Miss Hannah Swenson. During the past winter a number of Eskimo were baptized and admitted into the church. They have a home school with 47 pupils.

Some of the pupils came from distant villages, one family coming 300 miles across country from the Arctic region. During the long winter evenings the children are taught various kinds of industrial work, and a number of the boys as well as the girls take lessons in sewing. Invitations have been received by the teachers for the establishment of branch schools in distant villages.

Forty miles south of Unalaklik is St. Michael, a trading post orignally founded by the Russians in 1835. The place consists of a few log houses, inclosed by a stockade, the property of the Alaska Commercial Company, and a chapel of the Russo-Greek Church, with an occasional service by a priest from Ikogmute. This is the point where the ocean-going steamers transfer freight with the small steamers that ply on the Yukon River. To this point the furs collected at the trading posts of the interior, some of them 2,000 miles distant, are brought for reshipment to San Francisco. This is also the dividing line between the Innuit of the Arctic and the Pacific. Half a mile from the trading post is a native village of 30 houses and one dance house or town hall.

On July, 1886, an agreement was entered into between the Commissioner of Education and the Missionary Society of the Protestant Episcopal Church for the establishment of a school in the great Yukon Valley. Owing to the impossibility of getting the supplies into that inaccessible region, the school was maintained for 1886–87 at St. Michael, on the coast, by the Rev. and Mrs. Octavius Parker. In the summer of 1887 the Rev. John H. Chapman was added to the mission, and the station was removed to Anvik.

In the summer of 1889 the Rev. Mr. Parker retired from the mission on account of the health of his family. In 1890 Mr. Marcus O. Cherry was commissioned to Anvik, remaining two years.

In the summer of 1891 the Rev. Jules L. Prevost was sent out to take charge of St. James Mission, near the junction of the Yukon and Tanana rivers, which had been previously established by the Rev. and Mrs. T. H. Canham, of the Church of England.

Around the head waters of the Yukon River the Church Missionary Society of London has established three missions on the borders of Alaska, one at Rampart House, on the Porcupine River; another at Buxton, near the mouth of "Forty Mile Creek," and the third at Harper's Trading Station. The latter is occupied by Rev. and Mrs. T. H. Canham. Mrs. Canham was the first white woman to cross the Rocky Mountains on snowshoes north of the Arctic circle in midwinter.

Buxton is the headquarters of Bishop Bompas, the mission school being taught by Miss Susan Mellett.

Rampart House was the field of the Rev. G. C. Wallis, who in 1893 returned to England on account of his wife's health.

In 1886–87 the Roman Catholics entered the Yukon Valley and established missions and schools at Nulato, Kosoriffsky, and Cape Vancouver.

At Kosoriffsky they have 73 pupils in the home school. Their missions are in charge of four or five priests and nine sisters of the order of St. Ann.

In 1892 they opened a mission in the valley of the Kuskokwim.

South of the Yukon River and running parallel with it are the valleys of the Kuskokwim and Nushegak rivers, occupied by the Moravian missionaries.

In the spring of 1885 the Rev. and Mrs. W. H. Weinland and the Rev. and Mrs. J. H. Kilbuck and Mr. Hans Torgerson were sent to the Kuskokwim River as the first missionaries to the Eskimo of Alaska.

That fall Mr. Torgerson, the carpenter, was accidentally drowned, and Messrs. Weinland and Kilbuck were left alone to erect the mission buildings as best they could before the Arctic winter set in.

In the winter of 1886–87 Mr. Weinland's health so far failed that he with his family left the station and in the summer of 1887 returned to California, where he has been doing valuable service among the Mission Indians.

During the winter of 1887–88 the Rev. and Mrs. Kilbuck alone bravely held the fort. In spite of the 30° below zero and perils of storm and hostile shamans, Mr. Kilbuck would walk 25 miles on snowshoes to preach at a neighboring village. It was a long, dark winter, but the dawn was at hand. On Good Friday preaching on the crucifixion and explaining that Christ died on the cross to take away the guilt of sin, some of the older men exclaimed: "*Kou-ja-nah!* [thanks]. We, too, desire to have our badness taken away by that blood."

Mrs. Kilbuck's health becoming impaired under the great hardships which she was heroically enduring, in the summer of 1889 Mrs. Bachman, wife of Bishop Henry T. Bachman, volunteered to give a year at Bethel. She was accompanied by Miss Carrie Detterer, who went out as a permanent laborer. In 1890 the mission force was again increased by the arrival of Miss Lydia Lebeus, and in 1892 by Miss Mary Mack, and in 1893 by Mr. and Mrs. B. Helmich and Miss P. C. King.

In 1893, in addition to the six American missionaries, there were two native helpers and 26 native communicants.

At the native villages of Kikichtagamute and Akaigamute, the Christians, owing to the persecutions of the shamans, are preparing to leave their homes and establish a Christian village.

At Ongavigamute, the uppermost station on the Kuskokwim River, a log mission house, 18 by 20 feet, has been erected. This station is being cared for by the Rev. and Mrs. Weber. Another station has been established at Quinehaha, at the mouth of the Kuskokwim.

In the summer of 1886 the Moravians located and erected a mission station at the mouth of the Nushagak River. The mission was formally opened in the summer of 1887 with the arrival of the Rev. and Mrs. Wolff and Miss Mary Huber.

In 1889 the new station at Carmel was strengthened by the arrival of the Rev. John Herman Schœchert, and in 1890 by Miss Emma Huber.

At Carmel is an industrial home, with 18 pupils, and a church with 17 communicants.

In 1893 a sawmill was erected near Bethel.

A short portage across the Alaska Peninsula brings us to the settlements of the civilized Innuit and Creoles.

In 1784 Gregory Shelikoff formed a settlement on Kadiak Island and commenced the subjugation and civilization of the people. Soon after he organized a school, which was the first in Alaska. The first church building in Alaska was also erected on this island. For a long time it was the Russian capital, the chief seat of their power and operations. A tombstone in the Russian cemetery bears date of 1791. The present village of Kadiak (St. Paul) numbers 323 people. They have a few cattle, and cultivate small gardens. They have a large church and a resident priest; also stores of the Alaska Commercial Company, a deputy collector of customs, and a register of the tides. Kadiak is the headquarters of the Alaska Commercial Company for the district comprising Cooks Inlet and Prince Williams Sound.

The Russian school has been extinct for more than a quarter of a century, and for years the people have been anxiously looking for another.

It was therefore with peculiar pleasure that on the 22d of September, 1886, an experienced teacher was landed with the necessary school books, etc.

Prof. W. E. Roscoe, with his wife and baby, received a warm welcome from the people. He was not in the village twelve hours before a delegation of the citizens waited upon him to know if a night school could not be established for the married people to learn English. A trader 100 miles away, reading in a San Francisco paper that the Government would open a school at Kadiak, sent his wife and two half-grown daughters to attend the school. In their eagerness not to lose a day, they reached Kadiak six months in advance of the teacher.

Opposite Kadiak is Wood Island, with 125 people, of whom 50 are children. In 1893 a large, substantial building was erected on Wood Island by the American Bap-

tist's Woman's Home Mission Society, as a mission for orphans, waifs, and other children of that region.

Professor Roscoe, of Kadiak, writes, under date of September 29, 1890: "In every settlement through this part of the country may be found poor, defenseless children, clothed only in rags, with no one to provide suitable food or clothing, and living entirely on such charity as may be found among a heathen people. There are many destitute children, made so by the drunkenness and the vagabond character of their parents. In addition to a kind of beer which the natives themselves make from sugar and graham flour, they succeed in buying large quantities of whisky from sailors and the more reckless class of traders. The salmon canneries are, generally speaking, a curse to the natives. The Chinese employees bring, or rather smuggle, immense quantities of 'samshu' into the country, and peddle it out to the natives. In the Aleut settlement of Afognak, the natives have sold the bedding from their huts to obtain the vile stuff. The winter is upon them, and until recently they have been so demoralized with liquor that they had not laid in the usual winter's supply of dried fish, their main subsistence. Without money and provisions and clothing, what misery and want will there be in that village this winter, all because of intoxicating liquors.

"White hunters, recently arrived from the westward, tell me it is the same out there. The natives are demoralized by drink. Now, the future of this race is that, practically, they will perish from off the face of the globe unless they are Christianized, and that soon. It is a fact that the children do not generally show this terrible craving for strong drink. The pupils of my school are ashamed of their parents' drinking, and we never see them drink any. It seems, therefore, to be rather an acquired habit than an inherited appetite. It is only right and just that our Government take orphan children and inebriates' children and put them in a good industrial school under religious teachers, who, in addition to moral and intellectual training, will teach them the cultivation of soil, the rearing of cattle, sheep, hogs, and poultry, the elements of some of the mechanical arts; and the girls the art of sewing and cooking."

Just north of Wood Island is Spruce Island, where a Russian monk kept a small school for thirty consecutive years, giving instruction in the rudimental arts and agricultural industries. The monk is dead and the school discontinued.

Near by are the two villages of Afognak, with a population of 321, of whom 146 are children. These cultivate 100 acres in potatoes and turnips. They have a large Greek church.

September 25, 1886, I landed school desks and supplies for a school through the breakers.

In 1890 a comfortable school building and teacher's residence were erected by the Government. In 1891 the teacher reported that while the people were quiet and inoffensive, yet a hundred years of misrule has broken their spirit and left them without hope or courage to better their condition; intemperance is very rife among them, and many of the pupils of the school, during the winter, were on the verge of starvation because their parents had wasted nearly all their living on intoxicating liquors. On visiting his pupils at their homes, he often found both parents dead drunk and the hungry children shivering with cold. Until some efficient means can be employed to prevent the introduction of liquors among them, the school work will be carried on under very great disadvantages.

At Karluk a comfortable teacher's residence and school building have been erected. The chief industry is canning salmon, which gives employment to children as well as adults, so that during the run of the salmon in summer school is suspended. It is an important center for a school, and it is hoped that much can be accomplished in the future.

ALEUTS AND CREOLES.

From the Innuit we pass to the consideration of the Aleuts. The origin of the word "Aleut" is not known. They designate themselves by the term "Unung-un," the native word for "our people."

They occupy the Aleutian chain of islands and portions of the Alaska Peninsula, from the Shumagin Islands, 1,650 miles westward to Attu.

The average height of the men is about 5 feet 6 inches. They have coarse black hair, small eyes, high cheek bones, flat noses, thick lips, large mouths, broad faces, and light yellowish-brown complexions, with a strong resemblance to the Japanese.

The marriage relation is respected, and as a rule each family has its own house, with two to three rooms. They use in their houses a small cast-iron cook stove or neat wrought-iron cooking range, granite-ware kettles, white crockery-ware dishes, pewter or silver-plated ware, and feather beds covered with colored spreads. Their walls are adorned with colored pictures, and their houses lighted with kerosene in glass lamps. Many homes possess an accordion, a hand organ, or music box, some

of the latter costing as high as $200. They dress in American garments, and their women study with great interest the fashion plates and some try to imitate the latest styles.

The village of Unalaska has a population of 60 white men and 5 white women and 251 Aleuts and Creoles, of whom 132 are children. They have a church, priest's residence, the stores, residences, warehouses, and wharves of the Alaska Commercial Company, 18 frame residences, and 50 barrabaras. It is the most important settlement in western Alaska and the commercial center of all trade now in that region or that shall develop in the future. It is the natural outfitting station for vessels passing between the Pacific and Arctic oceans. In the mountains back of the village is a volcano in eruption.

In September, 1889, Mr. John A. Tuck reached the village and opened a day school. The following season a few girls were taken into his family and a mission home opened under the auspices of the Methodist Woman's Home Mission Society. The Home family has increased until, in 1893, 26 girls enjoyed its advantages.

Two hundred and twenty-two miles north of Unalaska are the celebrated Pribilof, or, as they are more popularly called, Sea Islands.

The village of St. Paul, on an island of the same name, is laid out in regular streets like an American village, and has 64 houses and a priest's residence. The population is 18 white men, 4 white women, and 222 Aleuts.

Twenty-seven miles to the southeast is the companion island of St. George, with 8 white men and 85 Aleuts. They have a church and school. These islands are leased by the United States Government to the North American Commercial Company.

The revenue of these islands since 1870 has returned to the Government the entire sum paid to Russia for the whole country.

From these two islands come nearly all the seal skins of commerce. There is a small school on each island supported at the expense of the company, with 98 per cent of the children in attendance.

In the immediate vicinity of the Unalaska, on the island of Spirkin, is Borka. This village is noted for its cleanliness. With their white-scrubbed and neatly sanded floors, their clear, clean windows, neat bedding, tidy rooms, and abundance of wild-flower bouquets on tables and window sills, they may properly be called the Hollanders of Alaska.

To the eastward, near the southern end of the Alaska Peninsula, is Belkoffski, with a population of 185. In addition to the buildings of the great trading firms, the village has 30 frame houses and 27 barrabaras.

In 1880 they raised among themselves $7,000 for the erection of a church. One-half of them can read and write in the Aleutian language, and they support a small school. West of the village is the magnificent volcano Shilhaldin in active eruption, and to the north Pavloff volcano is throwing out smoke like the smokestack of an ocean steamer.

At Unga, with its 74 children, I established a school October 20, 1886, Prof. John H. Carr (the teacher) and his wife belonging to the Methodist Church.

The Methodist Woman's Home Mission Society have erected a teacher's residence and named it "The Martha Ellen Stevens' Cottage," in memory of Mrs. Carr, who died there.

For the southern coast of Alaska between Sitka and Unalaska there is a monthly mail during the seven summer months of the year. To the north of the Aleutian Islands there is only one mail a year.

In the Aleutian district are 1,890 Aleuts and 479 Creoles.

TINNEH.

"Tinneh" is the native word for "people." The Tinneh of Alaska are tall, well formed, strong, and courageous, with great powers of endurance. They are great hunters and fishers. Polygamy prevails among them, the men frequently having more than one but seldom more than three wives. Wives are taken and discarded at pleasure. Among some of them female infanticide is occasionally practiced. The bodies of the dead are buried in boxes above ground. Shamanism and witchcraft, with all their attendant barbarities, prevail. They also believe in a multitude of spirits, good and bad.

On the lower course of the Yukon and Kuskokwim rivers, and in the great range of country north and south bordering on the Innuit of the coast, are the western Tinneh, the Ingalik of the Russians, numbering in three bands about 1,800.

From the junction of the Yukon and Tanana rivers, westward to the British line, from the Innuit on the Arctic shore almost to the Lynn Canal on the south, is the home of the Kutchin families. They number, with the Ah-tena, on Copper River, about 3,300. Some of these people have been taught to read by the missionaries of the Church Missionary Society of England.

For years the Church Missionary Society of England has had stations at Fort McPherson and La Pierre House, bordering on northeastern Alaska, and their missionaries have made occasional trips on the Upper Yukon and its tributaries.

THLINGET.

The Thlinget, composed of 10 clans, occupy the islands of the Alexander Archipelago and coasts adjacent. They number 5,834.

Immediately associated with these are 788 Hydah, occupying the southern end of Prince of Wales Island.

The Thlinget are a hardy, self-reliant, industrious, self-supporting, well-to-do, warlike, superstitious race, whose very name is a terror to the civilized Aleuts to the west as well as the savage Tinnah to the north of them.

At the base of Mount St. Elias is Yakutat. This is a station of the Swedish Evangelical Union, with Rev. and Mrs. Albin Johnson, Rev. K. J. Hendrickson, and Miss Selma Peterson, teachers. Mrs. Johnson (Agnes Wallin) was from Jankaping, Sweden, and made a journey of 9,000 miles to join Rev. Mr. Johnson, to whom she was married upon her arrival at the mission, on the 18th of May, 1891. A large, substantial boarding house, 35 by 14 feet in size, and two and a half stories high, erected in 1891, was burned in the winter of 1892-93. A new building was at once commenced.

CHILKAT.

Occupying the extreme northern section of Lynn Canal and the valleys of the Chilkat and Chilkoot rivers is the Chilkat tribe, numbering 988. They are great traders, being the "middle men" of their region, carrying the goods of commerce to the interior and exchanging them for furs, which are brought to the coast, and in turn exchanged for more merchandise. Their country is on the highway of the gold seekers to the interior.

In the summer of 1880, a trading post having been established among them, I arranged for a school to be taught by the wife of the trader, Mrs. Sarah Dickinson, native.

The mission proper, however, commenced July 18, 1881, with the arrival of Rev. Eugene S. Willard and family.

In 1882 Miss Bessie M. Mathews, of Monmouth, Ill., was sent out to take charge of a boarding department, which was opened in 1883. The station is called Haines. Thirty miles up the Chilkat River, for a time, a school was taught by Louis and Tillie Paul, both natives.

During 1885-86 Mr. Willard and family returned East to regain their health, injured by exposure and hardships, and the mission was closed. It was reopened again in 1887 by Mr. and Mrs. F. F. White, who remained two years. In 1891 Rev. W. W. Warne and wife were sent to Haines and the work resumed. In 1893 the converts asked to be organized into a church.

HOONAH.

One hundred miles southwest are the Hoonahs, occupying both sides of Cross Sound, and numbering 908. In 1881 I erected a schoolhouse and teachers' residence at their principal village, on Chichagoff Island, and placed Mr. and Mrs. Walter B. Styles, of New York City, in charge. In 1884 Rev. and Mrs. John W. McFarland were sent from Wrangell to Hoonah, and are now in charge of the school.

One of the peculiarities and discouragements of this and several other stations in Alaska is that in summer the people all leave their houses in search of work and provisions. Dr. and Mrs. McFarland partially overcame this difficulty by taking a canoe and following their people to their hunting and fishing camp.

There as elsewhere faithful work bears fruit, and in 1893 Mr. McFarland reported a church of 161 native communicants redeemed from heathenism.

AUKE.

A few miles to the eastward, on Admiralty Island, are the Aukes, numbering 640. In that region valuable gold mines have been opened and an American mining village established in Juneau. A summer school was taught by Mrs. W. H. R. Corlies during 1882 and 1883.

In the spring of 1886 the Board of Home Missions of the Presbyterian Church commissioned Rev. Joseph P. White missionary to the whites at Juneau, and Rev. E. S. Willard to the natives.

During that season Mr. Willard took down the mission premises at Tsèk-nûk-Säuk'-y, removed them to Juneau, and from the materials erected a neat church for the natives.

A small house (which has since been replaced by a commodious building) was erected adjacent to the church for a mission home for native children. Assisted by

Mrs. Willard, Mrs. Elizabeth Matthews, and Miss Margaret Dunbar, Mr. Willard has built up a church of 52 native communicants (1893) and a flourishing mission home, from which a number have been sent to the training school at Sitka.

TAKU.

A few miles to the south, on the mainland, is the Taku tribe, numbering 269. A summer school was held among them in 1880 by Rev. and Mrs. W. H. R. Corlies, of Philadelphia. In 1882, pressed by the importunities of the leading men of the tribe, he took up his abode among them, and erected school and residence buildings at Tsèk-nûk-Säuk'-y.

In 1884 circumstances required their return to Philadelphia, the people in the meantime having removed to Juneau. In 1886 the mission buildings were taken there by Mr. Willard.

HOOCHINOO.

On the southwestern side of Admiralty Island are the Hoochinoo, numbering 666. The main village is at Killisnoo, where the Northwest Trading Company has established a large fish-oil manufactory. In the neighborhood are extensive coal fields and valuable gold mines. I established a public school in this place in January, 1886.

In 1892 Rev. L. F. Jones and wife were placed in charge of the school, and in 1894 there was a call for a church organization.

KAKE.

To the south, on Kuiu and Kupreanoff Islands, are the Kake, numbering 568. In the winter of 1892–93 a school was opened for the Kakes, with Charles H. Edwards in charge. A few months afterwards, Mr. Edwards being shot by whisky smugglers, the school was closed and has not yet been resumed.

STIKINE.

Eastward, around the mouth and lower course of the Stikine River, are the Stikine. They number 317. Their principal village is at Fort Wrangell, on an island of the same name.

In the fall of 1877 I opened for the Presbyterian Board of Home Missions a mission school, with Mrs. A. R. McFarland in charge. In 1878 Rev. S. Hale Young, of West Virginia, was sent out. The same season a boarding department for girls was established by Mrs. A. R. McFarland. In 1879 Miss Maggie A. Dunbar, of Steubenville, Ohio, was added to the teaching force. The same year the erection of a suitable building was commenced, which was finished and occupied the following year; also the same year Rev. W. H. R. Corlies and family arrived from Philadelphia. Mrs. Corlies opened a school on the beach for visiting natives, and her husband a night school for adults. He also served as missionary physician to the place until his removal to the Taku.

In 1882 Rev. John W. McFarland and Miss Kate A. Rankin were added to the missionary force. In the fall of 1884 the Girls' Home was removed to Sitka, together with Mrs. A. R. McFarland and Miss Rankin. Mr. J. W. McFarland and his wife (née Dunbar) were given charge of the mission at Hoonah.

In 1888 the Rev. S. Hale Young was succeeded by Rev. Allan McKay, and in 1892 he in turn was followed by Rev. Clarence Thwing. Under the labors of Rev. and Mrs. Thwing the old church is regaining its former prosperity.

METLAKAHTLA.

In the spring of 1887 the Tesimpeans, who had been civilized and Christianized by Mr. William Duncan at Metlakahtla, British Columbia, becoming alarmed at the encroachments of the Colonial Government and the arbitrary measures of the Church of England, gave up their comfortable homes, abandoned their improvements and property that they could not carry with them, and empty-handed went out into the unbroken wilderness for conscience sake. Crossing the international boundary line into Alaska, they settled upon Annette Island, 60 miles north of their former home.

On the 7th of August Mr. William Duncan arrived, and amid general rejoicing and the firing of guns the "Stars and Stripes" were floated over this people, that thus publicly transferred their allegiance from Canada to the United States.

During the first season the heavy forest was felled and over a hundred log houses were erected for a temporary shelter of the inhabitants.

Through the pecuniary assistance of friends in New York, Boston, Portland, and elsewhere, a sawmill, salmon cannery, and other industries have been established, a church, schoolhouses, and other public buildings erected, and the old log dwellings are rapidly being replaced by comfortable painted frame dwellings.

The census of 1890 gives this model village a population of 828.

TONGASS.

Two hundred miles south of Fort Wrangell are the Tongass, numbering 273. Some of these cross over to British Columbia, and find school privileges at Port Simpson, a station of the Wesleyan Methodist Church of Canada. In 1884 a school was established among them, with Louis and Tillie Paul as teachers.

In December, 1886, Prof. S. A. Saxman was placed in charge of the public school. Mr. Saxman and Mr. Paul being drowned a few months after, the school and mission were discontinued.

HYDAH.

West of the Tongass, on the southern half of the Prince of Wales Island, are the Hydah, numbering 788. They are a large, well-formed, and handsome race, with light complexion, and have long been noted for their bravery and ferocity in war. Terrorizing all the neighboring tribes, they were known as the "Bulldogs" of the North Pacific. Years ago they did not hesitate to attack and plunder English and American vessels. In 1854 they held the captain and crew of an American vessel in captivity until ransomed by the Hudson Bay Fur Company. Their villages are remarkable for the number of totem sticks. These are carved logs from 1 to 2 feet in diameter and from 20 to 60 feet high. Some of them contain hollow cavities, in which are placed the ashes of cremated dead chiefs; others are heraldic, and represent the family totem or orders. In some cases a large oval opening through one of these sticks forms the entrance to the house; in others the pole is at one side of the entrance. The house is a large, low, plank building, from 40 to 50 feet square, with a fireplace in the center of the floor, and a large opening in the roof for the escape of the smoke. Some have inserted windows and doors in their buildings, and procured bedsteads, tables, stoves, dishes, and other appliances of civilized life.

Their food consists largely of fish, dried or fresh, according to the season. Wild berries and deer are plentiful. The berries are preserved in fish oil for winter use. Their coast also abounds with good clams. They raise large quantities of potatoes.

The Hydah are noted for their skill in carving wood, bone, gold, silver, and stone. The finest of the great cedar canoes of the Northwest Coast are manufactured by them. They practice polygamy and hold slaves. The husband buys his wife, frequently while a mere girl, from her parents. If she does not suit, she can be returned and the price refunded. They are inveterate gamblers.

On the 22d of August, 1881, a mission was established among them, in connection with the Presbyterian Board of Home Missions, at the village of Howkan, with Mr. James E. Chapman in charge as a teacher. The station was called Jackson by the missionaries. In the spring of 1882 Rev. J. Loomis Gould and family, of West Virginia, were sent to the Hydah. The same year some ladies in Brooklyn, N. Y., provided a sawmill for the station; and in the fall of that year Miss Clara A. Gould was added to the teaching force.

In September, 1885, the mission day school was changed into a public school, Miss Gould continuing the teacher. In 1886 Mrs. A. R. McFarland removed from Sitka and established a home for girls, with Miss C. Baker as assistant. Mr. Gould has gathered around him a native church of 54 communicants.

HANEGAH.

In the northern portion of Prince of Wales Island are the Hanegah, numbering 587. Their winter village is Tuxikan. In summer they congregate at the salmon cannery and sawmill at Klawack.

In November, 1889, I left at Tuxikan Rev. L. W. Currie, of Texas, to establish a public school. Mr. Currie was a minister of the Southern Presbyterian Church, with a large experience among the Indians of the Indian Territory and of Texas. As no white man had ever lived in their village, there was no comfortable house to be had, and the mission family were compelled to go into a native house.

It was a large building, 80 by 37 feet in size, with plank sides and a rotten bark roof. On the inside of the building a raised platform about 8 feet wide extended around the four sides of the room. Inclosed by this platform and 3 feet below it was the main floor, forming a pit 21 by 22 feet in size. In the center of the pit a space 8 feet square was left unfloored and covered with gravel. This was the fireplace. The smoke, circling around the room, passed out of a hole 6 feet square, which was left in the roof for that purpose. The hole that permitted the escape of the smoke allowed the free descent of the rain. The south side of the house extended on piles over the tide. Into this building, which an eastern farmer would consider unfit for his cattle, a choice Christian family moved without a murmur. A partition of sheeting was erected along the edge of the platform, forming a partition between them and the pit. The pit was set apart for the school and church rooms, and the platforms on two sides divided into rooms for the teacher's family. On the other two platforms lived the native who owned the house. He had a family of six.

In 1887 Mr. Currie removed to Klawack, and erected a school and residence building. Dying in 1887, his wife returned to Texas.

For a couple of years the mission was continued by Mr. H. C. Wilson, a layman, but in 1893 is unsupplied.

SITKAS.

To the north, on the western coast of Baranof, are the Sitkas, numbering 721. Their chief village is at Sitka, the old capital of the Russian possessions in America. It was their political, commercial, religious, and educational center. As early as 1805 a school was opened at Sitka. It held a very precarious existence, however, until 1820, when it came under the charge of a naval officer, who kept a good school for thirteen years. In 1838 this school came under the direction of Etolin, who still further increased its efficiency. Etolin was a Creole, who by force of ability and merit raised himself to the highest position in the country, that of chief director of the fur company and governor of the colony. He was a Lutheran, the patron of schools and churches. While governor, he erected a Protestant church at Sitka, and presented it with a small pipe organ, which is still in use.

In 1840, besides the colonial school at Sitka, was one for orphan boys and sons of workmen and subaltern employees of the fur company, in which were taught reading, writing, arithmetic, grammar, mechanical trades, and religion.

In 1839 a girls' school of a similar character was established, and the number of boarders limited to forty.

In 1841 a theological school was established at Sitka, which in 1849 was advanced to the grade of a seminary.

This made five schools at Sitka—two for the children of the lower class, two for the higher class, and one seminary.

About the time of the transfer of the country the teachers were recalled to Russia and the schools suspended.

But with the change of government came a new people. The majority of the Russians left the country, and their places were taken by Americans. Many came in from California, and on the 8th of November, 1867, less than a month from the time that the country passed under the United States flag, the citizens called a meeting and formed a temporary local government, and on the 18th of December, 1867, a petition formed by forty-nine persons, two of whom "made their mark," was presented to the common council, asking that a citizens' meeting might be called to empower the council to establish a school. On the 20th of March, 1868, the council adopted some school regulations and appointed three trustees, who exercised a joint control with a committee of officers from the military post at Sitka. During the winter of 1868-69 a school building was purchased. The annual reports of the trustees have disappeared, and there is nothing to show the time when teaching commenced. In October, 1869, the council voted that the salary of the teacher should be $75 per month in coin, and on March 1, 1871, it was ordered to be $25 per month, which evidently means that at the latter period the post commander withdrew the $50 per month which had been paid from the army funds. On the 12th of August, 1871, permission was given the bishop of the Greek Church to teach the Russian language one hour each day in the public school. During 1873 the school seems to have died out.

In 1879 and 1880 an attempt was made to establish a school for Russian children, which was taught by Mr. Alonzo E. Austin and Miss Etta Austin.

In the winter of 1877 and 1878 Rev. John G. Brady was appointed to Sitka, and in April, 1878, a school was opened by Mr. Brady and Miss Fanny E. Kellogg. In December, through a combination of circumstances, it was discontinued. In the spring of 1880 Miss Olinda Austin was sent out from New York City and commenced school April 5 in one of the guardhouses with 103 children present. This number increased to 130. Then some of the parents applied for admission, but could not be received, as the room would not accommodate any more.

In November some of the boys applied to the teacher for permission to live in the schoolhouse. At home, they alleged, there was so much drinking, talking, and carousing that they could not study. The teacher replied that she had no accommodations, bedding, or food for them. But they were so much in earnest that they said they would provide for themselves. Upon receiving permission, seven native boys, 13 and 14 years of age, bringing a blanket each, voluntarily left their homes and took up their abode in a vacant room of one of the Government buildings. Thus commenced the boarding department of the Sitka school. Soon other boys joined them. Capt. Henry Glass, who succeeded Captain Beardslee in the command of the U. S. S. *Jamestown*, from the first, with his officers, especially Lieut. F. M. Symonds, U. S. N., took a deep interest in the school. As he had opportunity, he secured boys from distant tribes and placed them in the institution, until there were 27 boys in the boarding department.

In the winter of 1882 the schoolhouse was burned, and the boys took refuge in an abandoned Government stable, which was fitted up for them. In the fall of 1882,

after consultation with the collector of customs, the commander of the United States man-of-war, and the leading citizens, I selected a new location for the school, outside of village limits, and erected a two-and-a-half-story building, 100 by 50 feet in size.

This location was donated to the Board of Home Missions by the Rev. John G. Brady.

In the spring of 1884 the faithful labors of Rev. Alonzo E. Austin and teachers bore fruit. The Holy Spirit was poured out and nearly all the adult pupils were brought to Christ. The work extended to the native village, and many of the parents accepted Jesus as a personal Savior.

On the 12th of August, 1884, I took charge of the mission and school, and, in connection with Mr. Austin, on the 7th of September organized a church of 44 native and 5 white communicants. The church attendance has since grown to over 341 members.

On September 14 to 16 the Presbytery of Alaska organized at Sitka and held its first meeting. During the same month Mrs. A. R. McFarland and her Home for Girls were removed from Fort Wrangell to Sitka, and the united schools made a Government contract industrial and training school.

To meet the growth of the school a second large building, 130 by 50 feet in size and two and one-half stories high, was erected, and so far finished that it was occupied January 1, 1885.

In the spring of 1885, on my being appointed United States general agent of education in Alaska, Prof. A. J. Davis, of Pennsylvania, was appointed superintendent of the school. Family matters requiring his return east, he was succeeded by Mr. William A. Kelly, of Pennsylvania.

As the school grew, the steam laundry, boys' and girls' hospital wards, two industrial buildings, church, library, and museum, eight model cottages, and other buildings were erected.

In 1890 Professor Kelly reported concerning the 164 pupils in the school:

"Our school is distinctively coeducational. The boys and girls recite in the same classes, dine together in the same dining room, and, under wholesome restraint, have opportunities for social intercourse.

"A few years of sedulous training have developed in some of our oldest pupils a spirit of emulation, a sense of personal responsibility, self-respect, self-reliance, and self-helpfulness, which command respect. Most of our large boys, advanced far enough to read intelligently in the second reader, are learning a trade (all being in school half of each day and at work half a day), and the diligence with which they pursue their studies, the zest with which they enter upon industrial work day after day, is most praiseworthy of them and encouraging to their instructors.

"All of the shoes for the pupils of our school are handmade in our shop, under the direction of a competent foreman. Considerable custom work is also done.

"Our supply of barrels and half barrels far exceeds the demand, yet we consider coopering an excellent trade for our young men. Owing to high freight, barrels are usually made at the fishing station, where needed, and coopers are in demand at those places.

"We are always pressed with work in carpentry. The variety and scope of work have proved a most valuable source of instruction to the boys, most of whom are aptly adapted to mechanical industry. The boys have made commendable progress. Young men who can do carpenter work fairly well can find opportunity to ply their trade in any of the villages of Alaska.

"We have eight model cottages, six of which are occupied by young married couples from the school. These young folks have been thrown entirely upon their own responsibility and resources, and they are doing well in earning a livelihood, while their houses are kept clean, neat, and homelike. The environments of family life among the young folk, in contradistinction to that in vogue among the natives, tend to create new conditions and inspire new impulses among their own people.

"The girls are trained in every department of household industry, kitchen, dining room, teachers' room, etc. The matron and her assistants give each girl individual care in the details of housekeeping, thus gradually inculcating and developing a sense of personal responsibility.

"Our boys do the bread baking for the school, while the girls in turn are taught how to bake and cook for a family. They are also trained to wait upon the table, and they serve the teachers and guests with grace and manners. Our young boys are also trained in our school, kitchen, and dining room.

"Our pupils, from the children to the adults, sing with a spirit and understanding that outrivals many of the public schools.

"Our brass band of 20 members dispenses music for the school and for the town on public occasions.

"We have a military company of 35 members. The guns were kindly loaned us by the governor of the Territory.

"Lessons in patriotism are constantly inculcated. The Alaskans are a loyal, patriotic people. Rev. A. E. Austin, the veteran missionary of the school, has charge of the religious and devotional exercises."

In 1891 Mr. Kelly resigning in order to secure needed rest, he was succeeded by Mr. Alfred Docking, and he a few months later by Rev. A. E. Austin, who, in his long service at Sitka, has built up a native church of 341 communicants.

The mission force in 1893 consisted of Rev. A. E. Austin, Mr. R. A. Clark, Mrs. A. E. Austin, Mrs. M. C. Wade, Miss A. R. Kelsey, Mrs. M. D. Clark, Miss F. H. Willard (native), Mrs. A. T. Simpson, Mrs. T. K. Paul (native), Mr. J. A. Shields, Mr. A. T. Simpson, Mr. J. E. Gamble, and Mr. W. Wells (native).

In addition to the training school, the Greek and Papal churches each have a school, and the Government two schools, at Sitka.

But of all the schools at Sitka, the Presbyterian Training School is the "City of Refuge" for those fleeing from death—the "House of Hope" to those sitting in the habitations of cruelty—the "House of Help" to the starving, homeless, friendless waif—an asylum to the escaped slave—the protector of helpless girlhood.

A few years ago a little girl was accused of witchcraft. The tribe bound her with a rope. A stalwart chief, holding one end of the rope, walked in advance dragging the child after him, while another came behind holding the other end of the rope. These men were the admiration of the tribe for their bravery in holding between them a puny, starved girl of 10. She was rescued by Professor Austin, who was in charge of the school, and given a home.

A girl of 14, when about to be sold into a life of sin, for the benefit of a distant relative, escaped from her grandmother, who was guarding her, and found a refuge in the school.

Another, a girl of about 17, was being sold for similar purposes by her stepmother and aunt. The two women, quarreling over the division of the money, came to settle the dispute before the clerk of the court, who took the girl from her unnatural protectors and placed her in the school.

Another was the slave of a prominent chief. After his death his two widows treated her so cruelly that she ran away, and was found hidden under a house. She was taken into the school and furnished protection and a home. A man that married one of the widows claimed her as his property, and tried to get possession of her, but in vain. The school was her protector.

Another, to prevent being married to her stepfather and becoming a plural wife with her own mother, ran away and came to the school. For a long time she did not dare visit her mother, and when at length she ventured to visit home they locked her up in a room to keep her. After some days she again escaped and returned to the school for shelter.

Another girl of 15, and her sister, 10 years of age, were picked up on the beach at a mining camp. They were without friends or home, almost without clothing, and in a starving condition. Through neglect and cruel treatment the younger one was almost blind. These orphan sisters were taken into the school, fed, clothed, and kindly cared for. Medical attendance was provided, and the blind one restored to sight.

Among the boys, one had been sold as a slave twice before he was brought to the school. Another had been shot as a slave and a bullet sent crushing through his shoulder. Another had been tied up as a witch and kept four days without food, when he was rescued. Another, when born, was about to be killed by his parents to save the trouble of taking care of him. A neighboring woman took pity on the baby and removed him to her own house. When the school commenced he was placed in it. Many others have come under the protection of the school through trials and dangers.

And all along the coast, if a child is to be sold into slavery, or is in danger of being tortured to death as a witch, or forced into a life of sin, they know that if they can escape and reach the Presbyterian Mission School at Sitka they are safe.

Thus, at points hundreds of miles apart, a few central stations have been established.

While communication is made with the outside world by means of steamer twice a month at some of the more important stations in southeastern Alaska, the stations in arctic and central Alaska are cut off almost entirely from the great, busy, outside world. Once a year the curtain lifts, and they receive their supplies of provisions, clothes, letters, papers, etc., and then it shuts down and they are closed in for another twelve months.

Inasmuch as Dr. Jackson is required to make a voyage each year to northwestern Alaska while the reindeer experiment is in progress, and for that reason can not perform his duties in southeast Alaska, I resolved to place the schools of the Sitka district under the immediate charge of Mr. William Hamilton, the assistant agent, who had hitherto been stationed continuously at the bureau of education. In November Mr. Hamilton proceeded to southeast Alaska and spent a month in that

region, making himself fully acquainted with the school situation, consulting with Mr. W. A. Kelly, the local superintendent, and with the local committees, and inspecting the schools at Sitka, Juneau, Douglas, Killisnoo, and Wrangell, the only places that could be reached at that season of the year.

Section 14 of "An act to repeal timber-culture laws and for other purposes," approved March 3, 1891, reserves from sale "any lands belonging to the United States which shall be occupied by the United States for public purposes, or which shall be reserved for such purposes."

During the past year a number of incorporated companies, engaged in trading, fishing, and lumbering in Alaska, have availed themselves of the provisions of the same act, whereby they can make application for a survey and patent to 160 acres of land upon which their improvements are situated.

As some of these applications cover the site of existing villages where the Government has school buildings, it is important that the land necessary for these school buildings and playgrounds should be marked and reserved at once. Therefore, I would respectfully suggest that the Hon. James Sheakley, governor, the Hon. Warren Truitt, judge of the United States district court, and Hon. William A. Kelly, United States commissioner at Wrangell, be appointed a special commission to visit the more important settlements of southern Alaska, select and mark sites for public school buildings, and report the same to the Secretary of the Interior, that they may be reserved for such purposes by executive order.

I can not urge too strongly the need of an increased appropriation for education in Alaska. For three years in succession the amount granted by Congress for this purpose was $50,000. For the fiscal year 1892-93 this amount was reduced to $40,000. It was only by strict economy that the expenses of the school system had been kept within the limits of the appropriation of $50,000, and the consequence of this reduction was the suspension of three Government schools (Klawack, Kake, and Karluk), the reduction of the salaries of some of the teachers and of the amounts paid to the contract or mission schools. The appropriation for the fiscal year 1893-94 is only $30,000. With this amount it will of course be impossible to reopen the suspended schools, and many very urgently needed repairs to the school buildings must be postponed. It will also be necessary to make sweeping reductions in the amounts granted to the contract or mission schools, which for the past three years have been doing excellent work in civilizing the natives of western and arctic Alaska.

New schools are urgently needed in at least six places (Kotzebue Sound, Nuklukayet, St. Lawrence Island, Kenai, Nutchek, and Tongas), having more than 600 children with no school privileges.

For the present year I had submitted an estimate of $50,000. Without sufficient means it will be impossible to keep the present schools in efficient operation, much less to promote a gradual and healthy growth of the educational system, so essential to the utilization of that vast portion of our country.

TABLE 1.—*Highest enrollment, 1885–1893.*

Public schools.	Enrollment.								Teachers in the public schools, 1892-93.
	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.	1891-92.	1892-93.	
Afognak	(*)	35	24	55	38	37	35	40	E. S. Smith
Douglas City, No. 1.	(†)	(†)	67	94	50	23	25	13	E. O. Smith.
Douglas City, No. 2.	(†)	(†)	(†)	(†)	92	68	24	108	J. E. Connett.
Fort Wrangell.	70	106	106	90	83	93	49	49	Miss E. Tolman.
Haines	84	43	144	128	(†)	(†)	(†)	54	W. W. Warne.
Jackson	87	123	110	105	87	100	100	82	Mrs. C. G. McLeod.
Juneau, No. 1.	90	236	25	36	31	33	26	28	D. Davies.
Juneau, No. 2.	(†)	(†)	67	58	51	51	75	61	Mrs. M. A. Saxman.
Kadiak	(*)	59	81	68	67	80	69	74	C. C. Solter.
Karluk	(†)	(†)	(†)	(†)	(†)	33	29	(†)	
Killisnoo	(*)	125	44	90	32	68	33	137	L. F. Jones.
Klawack	(*)	184	81	75	68	50	38	(†)	
Sitka, No. 1	43	60	60	67	58	54	59	50	Miss C. Patton. Mrs. G. Knapp.
Sitka, No. 2	77	138	60	51	83	55	54	48	Mrs. L. Vanderbilt.
Unga	(†)	35	26	(†)	24	(†)	33	35	O. R. McKinney.
Chilkat	(†)	(†)	(†)	(†)	(†)	(†)	89	(†)	
Kake	(†)	(†	(†)	(†)	(†)	(†)	60	(†)	
Port Clarence.	(†)	(†)	(†)	(†)	(†)	(†)	(†)	20	M. W. Bruce.

* Enrollment not known. † No school.

TABLE 2.—*Amounts contributed by the churches and Government to the contract schools.*

Contract schools.	Expended by Government.						Expended by societies, 1891–92.*	
	1887–88.	1888–89.	1889–90.	1890–91.	1891–92.	1892–93.		
Anvik	$500	$1,000	$1,000	$1,000	$1,000	$1,000	Episcopal	$1,187.61
Point Hope	(†)	(†)	1,000	2,000	2,000	2,000		
Metlakahtla	(†)	2,500	3,000	3,000	2,500	2,000	Independent	5,000.00
Bethel	500	1,000	1,000	1,000	1,000	1,000	Moravian	6,613.37
Carmel	300	1,000	1,000	1,000	1,000	1,000		
Hoonah	(†)	(†)	(†)	200	2,000	8,000	Presbyterian	31,724.65
Sitka Industrial School	(†)	12,500	18,000	15,000	11,000			
Point Barrow	(†)	(†)	1,000	2,000	2,000	2,000		
Unalaska	(†)	(†)	1,200	2,000	2,000		Methodist	1,953.33
Nulato	(†)	(†)	1,500	3,050	1,000	1,000	Catholic	10,300.00
Kosoriffsky	(†)	(†)	1,500		1,000	1,000		
Cape Vancouver	(†)	(†)	(†)	(†)	1,000	1,000		
Cape Prince of Wales	(†)	(†)	1,000	2,000	2,000	2,000	Congregational	4,107.65
Unalaklik	(†)	(†)	(†)	(†)	1,000	1,000	Swedish Evangelical	7,325.00
Yakutat								

* Amounts expended by missionary associations, in addition to subsidies received from the Government.

†No school or no subsidy.

Appropriations for education in Alaska.

First grant to establish schools, 1884	$25,000
Annual grants, school year—	
1886–87	15,000
1887–88	25,000
1888–89	40,000
1889–90	50,000
1890–91	50,000
1891–92	50,000
1892–93	40,000
1893–94	30,000

Personnel, salaries, etc.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska	$1,200
Assistant agent of education for Alaska, William Hamilton, Pennsylvania	1,200
Superintendent of schools for the southeastern district, William A. Kelly, Alaska	480

Advisory board.

Hon. Lyman E. Knapp, governor of Alaska, Vermont	$200
Hon. Warren Truitt, United States district judge, Oregon	200

Local school committees (without salary).

Sitka:
- Edward de Groff.
- N. K. Peckinpaugh.
- John G. Brady.

Juneau:
- Karl Koehler.
- John G. Heid.
- Eugene S. Willard.

Douglas:
- P. H. Fox.
- G. E. Shotter.
- S. R. Moon.

Wrangell:
- Thomas A. Willson.
- Rufus Sylvester.
- W. G. Thomas.

Jackson:
- J. W. Young.
- W. D. McLeod.
- G. Loomis Gould.

Metlakahtla:
- W. Duncan.
- D. J. Leask.

Kadiak:
- N. Kashevaroff.
- F. Sargent.

Unga:
- N. Guttridge.
- M. Dowd.

Unalaska:
- N. S. Reesoff.
- N. B. Anthony.

Teachers of public schools.

Name.	State.	School.	Salary.
M. W. Bruce	Nebraska	Port Clarence	$1,200
J. E. Connett	Illinois	Douglas, No. 2	720
D. Davies	Washington	Juneau, No. 1	900
L. F. Jones	New Jersey	Killisnoo	900
Mrs. G. Knapp	Pennsylvania	Sitka, No. 1	540
O. R. McKinney	do	Unga	900
Mrs. C. G. McLeod	West Virginia	Jackson	720
Miss C. Patton	Pennsylvania	Sitka, No. 1	720
Mrs. M. A. Saxman	Alaska	Juneau, No. 2	720
E. O. Smith	New York	Douglas, No. 1	720
E. S. Smith	Ohio	Afognak	900
C. C. Solter	Washington	Kadiak	900
Miss E. Tolman	Oregon	Wrangell	720
Mrs. L. Vanderbilt	do	Sitka, No. 2	720
W. W. Warne	New Jersey	Haines	900

Miscellaneous expenses.

Supplies (books, stationery, apparatus)	$822.49
Fuel	1,080.10
Furniture	576.95
Light	59.65
Repairs	741.90
Incidentals	93.50
Schoolhouse, Port Clarence	1,000.00

Traveling expenses.

General agent	$417.35
Assistant agent	337.00
District superintendent	107.00
Two teachers to arctic Alaska	400.00

I remain, with great respect,

SHELDON JACKSON, *General Agent.*

Hon. W. T. HARRIS,
Commissioner of Education.

CHAPTER X.

NECROLOGY.

AMERICAN, 1891.

SHERMAN, Miss MARION STANARD, born in Haddam, Conn., died in St. Louis, Mo., April 12, 1891. To a fine natural endowment and careful training she added the advantages of travel and acquaintance with prominent people in America and Europe. Her rest was turned into acquisition for her life work. Inheriting from her ancestry a taste for teaching, she began at fifteen in her native town a career that lasted for forty years and was terminated only by her death. There was nothing in her work perfunctory or time serving; she acted from the highest motives. Modest and unobtrusive, she did not only the work in her own hands, but held up the hands of others. She labored successfully in Connecticut, New York, Ohio, Iowa, Illinois, and Missouri. For twenty years she was a power for good as a teacher in the St. Louis high school. Her religious consecration, most unobtrusive, was most complete.

1892.

AGNEW, DAVID HAYES, M. D., in Philadelphia, March 22, aged 74; was educated at Jefferson College, Canonsburg, Pa., and Newark College, Delaware; received the degree of M. D., 1883, at University of Pennsylvania; connected with the Philadelphia School of Anatomy; 1854, founded the pathological museum in connection with the Philadelphia Hospital; in 1863 demonstrator of anatomy and assistant lecturer in clinical surgery, University of Pennsylvania; was professor at the Wills Ophthalmic Hospital; 1870, professor of surgery, University of Pennsylvania; was consulting and operating physician in President Garfield's case, 1881; made bequests for medical purposes to the University of Pennsylvania.

AIKEN, CHARLES AUGUSTUS, D. D., Ph. D., at Princeton, N. J., January 14, aged 64; a graduate of Dartmouth, 1846, and Andover Theological Seminary, 1853; professor of Latin, Princeton, 1866–1869; president of Union College, 1869–1871; from 1871 to 1882 was professor of Christian ethics and apologetics in Princeton Theological Seminary; 1882 till his death, professor of oriental and Old Testament literature and ethics; editor of Princeton Review.

ALDRICH, ANNE REEVE, in New York, June 29, aged 26; poet and author.

ALLEN, Rev. J., D. D., Ph. D., LL. D., September 14; for twenty-five years president of Alfred University, New York. In accordance with his wish, his ashes were deposited in an urn 1,200 years old, said to have once contained the ashes of the first king of Cos, birthplace of Hippocrates; the urn was placed in the museum of the university.

ANDERSON, Rev. JOHN A., at Liverpool, England, May 18, aged 58; was born in Pennsylvania; graduated at Miami University, Ohio; 1866, trustee of California Insane Asylum; was in the service of United States Sanitary Commission, 1863–1867; president of Kansas State Agricultural College, 1873–1879; one of the Centennial judges, 1876; Member of Congress five terms; consul-general to Cairo by appointment of President Harrison.

AYRES, DANIEL, M. D., at Brooklyn, N. Y., January 18, aged 70; born in Long Island; graduated at Princeton, 1842; at the medical department, University of City of New York, 1844; for a long time professor in the Long Island Hospital and College, and at the time of his death professor emeritus; gave $275,000 to Wesleyan University, Connecticut, and $10,000 to the Hoagland Laboratory, Brooklyn.

BACKUS, WILLIAM W., at Norwich, Conn., October 22, aged 89; a benefactor to education and religious organizations.

BARROWS, CHARLES DANA, D. D., in Worcester, Mass., September 15, aged 48; was born in Maine; graduated at Dartmouth, 1864, and at Andover Theological Seminary 1871; master of high school, Portland, Me.; principal of Fryeburg Academy, Maine, 1865–1867; of Norway Academy, 1867–1868; editor of Overland Monthly, San Francisco.

BEACH, MOSES SPERRY, in Peekskill, N. Y., July 25, aged 70; was for many years sole proprietor of the New York Sun.

BEDELL, GREGORY THURSTON, in New York City, March 11, aged 75; Protestant Episcopal bishop of Ohio, 1873–1889.

BEDFORD, Prof. PETER WENDOVER, at Bethlehem Junction, N. H., July 20, aged 56; was early identified with the New York College of Pharmacy, in which he was professor for twenty years, and emeritus professor at the time of his death; for eight years was editor of the Pharmaceutical Record; in 1881 was president of the Pharmaceutical Association.

BENNETT, LEMON, in Murray, Iowa, January 12, aged 69; was born in Vermont; graduated at Dartmouth, 1848; principal of Falls Branch Seminary, Tennessee; principal of Rotherwood Academy, Kingsport, Tenn.; taught in Iowa.

BENTON, Rev. JOSEPH AUGUSTUS, D. D., at Oakland, Cal., April 8, aged 74; was born in Guilford, Conn.; graduated at Yale, 1842; studied theology at Yale Divinity School; after several pastorates, became editor in chief of The Pacific, San Francisco; in 1869, became professor of sacred literature in the Pacific Theological Seminary, Oakland; was later professor of homiletics and natural theology; received the degree of D. D. from Yale, 1870.

BLANCHARD, JONATHAN, D. D., at Wheaton, Ill., May 14, aged 81; was born in Vermont; graduated at theological seminary under Dr. Lyman Beecher; in 1843 was American vice-president of the World's Anti-Slavery Convention; in 1846 became president of Knox College, Galesburg, Ill.; from 1860–1882, president of Wheaton College, Illinois.

BOWDITCH, HENRY INGERSOLL, M. D., in Boston, Mass., January 15, aged 83, was born in Salem; graduated at Harvard, 1828, and Harvard Medical College, 1832; studied medicine in Paris, 1833–1835; was professor of clinical medicine, Harvard, 1859–1867; chairman State board of health, 1869–1879; president of the American Medical Association in 1877; a member of the American Academy of Arts and Sciences; in 1876, delivered a lecture before the International Medical Congress, on "Public hygiene in the United States," which by vote of the Congress was sent to every governor in the United States and Canada.

BOYLE, CHARLES BARRY, in New York, November 21, aged 65; was born in Newfoundland; was scientist, architect, inventor, and author; his inventions include the binocular telescope, and a microscopic telescope; his model of the moon was exhibited at the American Institute; he made the first practical demonstration of the cause of mirage.

BRADLEY, JOSEPH P., in Washington, D. C., March 14, aged 79; a graduate of Rutgers College, 1836; was principal of Millstone Academy; admitted to the bar, 1839; in 1870 was nominated to the Supreme Bench; was a member of the Electoral Commission, 1877.

BROWN, GEORGE, M. D., in New York City, May 6, aged 69; was born in New Hampshire; educated at Burlington, Vt., Jefferson Medical College, Pennsylvania, and at the College of Physicians and Surgeons, New York; was a year at Bellevue Hospital; in 1851, became proprietor of a school for feeble-minded children, Barre, Mass., which is the largest private institution of its kind in the United States; was a member of the New England Psychological Society; of the National Association of Superintendents of Insane Asylums, and president of the Association of American Superintendents of Institutions for Feeble-Minded Youth.

BRUSH, Mrs. CHRISTINE CHAPLIN, at New Utrecht, L. I., February 3, aged 49; was a descendant of the first president of Waterville College, Maine, and was a teacher of drawing in the State normal school, Framingham, Mass.

BUCHTEL, JOHN R., in Akron, Ohio, May 23, aged 70; was born in Ohio; he gave nearly $500,000 to the Universalist college in Akron that bears his name, and made it his sole legatee.

BUEL, SAMUEL, in New York City, December 30, aged 77; was born in Troy; graduated at Williams College, 1833; 1867–1871 was professor of ecclesiastical history at Seabury Hall, Faribault, Minn.; 1877–1888, professor of systematic divinity and dogmatic theology in the General Theological Seminary of the Protestant Episcopal Church, New York; he received the degree of S. T. D. from Columbia College.

BUNGAY, GEORGE W., in Bloomfield, N. J., July 10, aged 73; was born in England; a journalist, author, and poet.

BUNKER, ROBERT, in Rochester, N. Y., March 6, aged 71; a naturalist, who gave the Rochester Academy of Science his valuable entomological collection.

BURROUGHS, Rev. JOHN CHARLES, D.D., in Chicago, April 21, aged 73; was born in western New York; graduated at Yale, 1842; taught in the academy, Hamilton, N. Y., and studied theology; in 1855 was offered the presidency of Shurtleff College, Illinois, but in 1856 he resigned his pastorate in Chicago to aid the movement which resulted in Chicago University; was its first president, 1857–1873, and chancellor, 1873–1875; in 1880 was a member of the board of education, Chicago; in 1883 was appointed assistant superintendent of schools, which position he held till his death. He received the degree of LL. D. from Madison (now Colgate) University, and that of D. D. from University of Rochester.

BUTTERFIELD, RALPH, M. D., in Boston, September 2, aged 74; born in Massachusetts; graduated at Dartmouth, 1839; received the degree of M. D. from University of Pennsylvania, 1843; bequeathed to Dartmouth his fine mineralogical and archæological cabinet and $180,000.

CALLUM, Gen. GEORGE W., U. S. A., graduate of West Point, in New York, February 25; author of a history of West Point and its benefactor to the amount of $225,000.

CARPENTER, WALTER, M. D., in Burlington, Vt., November 9, aged 84; was born in New Hampshire; graduated at Dartmouth Medical College, 1830; professor of therapeutics and materia medica in the University of Vermont, 1853–1857; professor of the theory and practice of medicine in the same, 1857–1881, being dean of the medical faculty from 1871, was at one time president of the Vermont Medical Society.

CASTLE, ORLANDO L., LL. D., at Alton, Ill., January 13, aged 69; was born in Vermont; graduated at Dennison University; was one year a tutor there; superintendent of schools at Zanesville, Ohio; from 1853 till his death was professor of belles-lettres, rhetoric, and oratory in Shurtleff College, Alton, Ill.

CHAPIN, AARON L., D. D., at Beloit, Wis., July 22, aged 75; was born in Hartford, Conn.; graduated at Yale, 1835; professor in the New York Institute for the Deaf and Dumb, 1838–1843; graduated at Union Theological Seminary, 1842; in 1850 became president of Beloit College; in 1886 became president emeritus and professor of civil polity; was member of the board of examiners of the United States Military Academy, 1872, and of the United States Naval Academy, 1873; was president of the Wisconsin Academy of Arts and Sciences, and president of the board of trustees of the State Institute for Deaf-Mutes.

CHAPIN, Rev. J. H., in Norwalk, Conn., March 14; was born in 1832 in Indiana; was for many years professor of mineralogy and geology in St. Lawrence University, Canton, N. Y.; was an active member of the American Association for the Advancement of Science.

CHASE, THOMAS, in Providence, R. I., October 5, aged 65; was born in Worcester, Mass.; graduated at Harvard, 1848; studied at the University of Berlin and College of Paris; in 1855 became professor of Greek and Latin in Haverford College, Pennsylvania; was its president, 1875–1886; served at times as classical professor at Brown University; was a member of the American Committee on New Testament Revision, and of the Philological Congress held at Stockholm.

CHESTER, Rev. ALBERT T., D. D., at Buffalo, N. Y., August 7, aged 80 years; was born in Norwich, Conn.; educated at Hobart and Union colleges, at which latter he graduated; became tutor there; entered the Presbyterian ministry; for twenty-seven years was president of Buffalo Seminary; was for many years president of the Buffalo Historical Society, curator of the Gallery of Fine Arts, and secretary and treasurer of the Jesse Ketchum memorial fund.

COLE, JOSEPH FOXCRAFT, in Boston, May 2, aged 54; artist.

COOKE, Mrs. ROSE TERRY, in Pittsfield, Mass., July 18, aged 65; was born in Connecticut; graduated at Hartford Female Seminary, 1843; married R. H. Cooke, 1873; was well-known as the author of New England stories.

COONS, Prof. HENRY B., at Catskill, N. Y., March 25, aged 26; was a graduate of Clavarack Academy and Wesleyan University; was superintendent of schools, Catskill, at the time of his death.

CRANCH, C. P., in Cambridge, Mass., January 20, aged 78; was born in Alexandria, Va.; graduated at Columbian University; an artist and poet.

CURTIS, GEORGE WILLIAM, at Livingston, Staten Island, New York, August 31, aged 68; was born in Providence, R. I.; was designed by his father for a business career; he attended school at Jamaica Plain, Mass.; in 1842 joined the Brook Farm Community; traveled abroad and gathered material for his books afterwards published; was on the editorial staff of the New York Tribune; 1852 became editor of Putnam's Monthly Magazine; from 1857 was editorial writer of Harpers' Weekly, and always identified with the Harpers, especially as conductor of the "Easy Chair"; in 1860 was delegate to the convention which nominated Abraham Lincoln for President; in 1862 declined the office of consul-general to Egypt; in 1867 was delegate-at-large to the constitutional convention of New York, in which he was chairman of the committee on education; in 1868 was Republican Presidential elector; in 1869 declined the nomination for secretary of state of New York; was chairman of the Civil Service Commission, appointed by President Grant; he was a member of the board of regents and president of the Metropolitan Museum, chancellor of the University of the State of New York, president of the Unitarian Conference and vice-president of the Unitarian Association.

CUTTING, HIRAM A., M. D., at Lunenburg, Vt., April 18, aged 60; was a member of scientific and medical societies; former State geologist; secretary of the State board of agriculture and member of the Smithsonian observation corps; made numerous discoveries in microscopy.

DAVIS, JAMES H., in Amesbury, Mass., November 18, aged 73; was born in Amesbury; graduated at Dartmouth, 1841; principal of Amesbury Academy, and taught in the academy and high school thirty-one years; was principal of Barnard Academy, South Hampton, N. H.; was for many years member of the school committee of Amesbury.

DILLON, SIDNEY, in New York, June 9, aged 80; a noted financier and railroad builder.

DOUGLAS, JOHN HANCOCK, M. D., in Washington, D. C., October 2; was born in 1824; was for some time editor of the American Medical Monthly; was General Grant's attending physician in his last illness.

DOW, JOHN M., Ph. D., in New York City, November 4; was born in New York in 1824; a naturalist; through his labors were discovered and named 200 new fishes and a new species of tapir; received the degree of Ph. D. from the University of Göttingen.

DOWLING, JOHN WILLIAM, M. D., in Goshen, N. Y., January 14, aged 56; born in New York City; educated at Lewisburg College, Pennsylvania; received the degree of M. D. from Hahnemann Medical College, Philadelphia; was professor in the New York Homeopathic Medical College; in 1871 was elected its registrar, and till 1884 was dean; occupied the chair of physical diagnosis and diseases of the heart and lungs in the college; was in 1880 elected president of the American Institute of Homeopathy; through his efforts, largely, the New York Surgical Institute was established.

DRAKE, CHARLES DANIEL, LL. D., in Washington, D. C., April 1, aged 71; was born in Cincinnati; educated at St. Joseph's College, Kentucky, and the military school at Middletown, Conn.; was United States Senator from Missouri; chairman of Committee on Education, warmly sustaining the Bureau of Education; appointed in 1870 Chief Justice of the Court of Claims in the District of Columbia.

DWIGHT, THEODORE WOOLSEY, LL. D., at Clinton, N. Y., June 29, aged 69; graduated at Hamilton College, 1842–1846; was professor there of law, history, civil polity, and political economy, 1846–1858; in 1858 was elected professor of municipal law in Columbia College, of which chair he became professor emeritus in 1891; was also warden of the law school of the college; was one of the greatest teachers of law in the country.

EASTMAN, EDMUND TUCKER, M. D., in Boston, November 10, aged 71; was born in New Hampshire; graduated at Phillips, Andover, and Harvard; received the degree of M. D., 1850; was eleven years member of the school committee, Boston, and three years of the board of overseers for the poor.

EASTMAN, GEORGE BURDER, in Fond du Lac, Wis., October 20, aged 81; was born in Vermont; graduated at Dartmouth, 1836; principal of an academy, Detroit, Mich.; taught at Kalamazoo, Mich., and Troy, N. Y.; superintendent of schools, Fond du Lac.

EARLE, PLINY, M. D., at Northampton, Mass., May 17, aged 83; was born in Leicester, Mass.; graduated at the University of Pennsylvania, 1837; was medical superintendent Bloomingdale Insane Asylum, New York.; professor of materia medica at Berkshire Medical Institute, Pittsfield, Mass.; one of the founders of the American Medical Association, and of the Association of Medical Superintendents of Institutions for the Insane, the New York Academy of Medicine, and the New England Psychological Society; was one of the insanity experts to examine Guiteau.

ELLIOTT, Rev. CHARLES, D. D., in Easton, Pa., February 15, aged 77; was born in Scotland; graduated at Lafayette College, 1840; 1843–1845, principal of an academy at Xenia, Ohio; 1845–1849 was professor at the Western University of Pennsylvania; for fourteen years was professor of Greek at Miami University; 1863–1882 was professor of Biblical literature and exegesis at McCormick Theological Seminary, Chicago (then the Presbyterian Seminary); since 1887 professor of Hebrew and cognate languages at Lafayette College. He published several studies of the Bible.

FIELD, CYRUS, in New York City, July 12, aged 73; was born in Stockbridge, Mass.; a financier to whose untiring efforts for thirteen years is due the success of the first telegraphic connection between Europe and America.

FRY, BENJ. ST. JAMES, in St. Louis, February 5, aged 67; was educated at Woodward College, Cincinnati; president of Worthington Female College, 1856–1860; chaplain 63d O. V. I.; editor Central Christian Advocate since 1872.

FURMAN, Rev. THOMAS BAKER, at McMinnville, Tenn., January 17; was a teacher for thirty-eight years in commercial and literary colleges in Santiago, Buenos Ayres, and Montevideo, South America, and in classical schools at Mont Eagle, Tenn., and McMinnville; was the son of Wood Furman, A. M., a prominent educator.

GARRISON, JOSEPH FITHIAN, M. D., D. D., at Camden, N. J., January 30, aged 69; an authority on canon law and liturgics and professor in the Philadelphia Divinity School.

GIBSON, RANDALL LEE, at Hot Springs, Ark., December 15, aged 70; was born in Kentucky; graduated at Yale in 1853; educated for the bar; Confederate general. United States Senator two terms, and member of the Senate Committee on National University; a trustee of the Peabody fund and Tulane University.

GILMORE, PATRICK S., in St. Louis, September 24, aged 61; was born in Ireland; leader of Gilmore's Band and conductor of the peace jubilees in Boston, 1869, 1872.

GOULD, JAY, in New York City, December 2, aged 56; a noted capitalist and railroad financier; gave $20,000 to education.

GREEN, GEORGE FLEMING, in Kalamazoo, Mich., June 7, aged 60; invented the first wire and cord binder used for harvesting, the cash railway system used in stores, electrical dental instruments, and an electric car.

GREENE, Rev. HARRIS R., at Wickford, R. I., August 18, aged 62; was at one time principal of Worcester high school.

HALE, JOHN GARDNER, at Redlands, Cal., March 23, aged 67; was born in Vermont; graduated at University of Vermont; licensed to preach; founded Bellevue Academy in Lugonia (now Redlands); was town superintendent of schools in Poultney, Chester, and Stowe, Vt.; was a contributor to Bibliotheca Sacra, the New Englander, and other periodicals.

HAMILTON, J. H., M. D., in Salt Lake City, April 13, a physician and surgeon of note; a graduate of Rush Medical College.

HARE, Rev. GEORGE EMLEN, D. D., LL. D., in Philadelphia, February 18, aged 84; was born in Philadelphia; graduated from Union College, 1827, and studied theology at the General Seminary of the Protestant Episcopal Church, New York; 1844–45, assistant professor of Greek at the University of Pennsylvania; principal of an Episcopal academy, Philadelphia; in 1857 opened the training school for Young Men of Holy Orders, which, in 1862 became the Philadelphia Divinity School, where for twenty-five years he was professor of Bible learning and exegesis; was one of the best Hebrew scholars in the Protestant Episcopal Church; served on the American committee on the revision of the Bible; received the degree of D. D. from Columbia College, and that of LL. D. from the University of Pennsylvania.

HAYWARD, CHARLES JACOB, in St. Louis, December 18, aged 46; born in New Hampshire; graduated at Dartmouth, 1873; teacher of mathematics, Bryant & Stratton's College, St. Louis; principal and proprietor of Hayward's Shorthand and Business College.

HODGKINS, THOMAS G., in Setauket, L. I., December 1, aged 88; gave $200,000 to the Smithsonian, $100,000 to the Royal Institute of Great Britain, besides various other beneficent gifts. He bequeathed all his personal estate to the Smithsonian.

HOLDEN, WILLIAM WORTH, in Raleigh, N. C., March 1; was born in 1814; a noted North Carolina journalist of secession and reconstruction days.

HOWARD, JARVIS CUTLER, at Hartford, Conn., March 21, aged 83; was born in Stafford, Conn.; graduated at Yale, 1834; was principal of a private school, Warren, Conn., till 1854; taught in Hartford; was principal of high school, West Meriden, Conn., 1857–1864.

HOWLAND, GEORGE, in Chicago, October 23, aged 68; was born in Massachusetts; graduated from Amherst, 1850; was tutor at Amherst, and after three years was appointed instructor in French, German, and Latin; became assistant principal Chicago high school, 1857; was twenty years its principal; 1881–1890 was superintendent of schools.

HUIDEKOPER, FREDERICK, at Meadville, Pa., May 16, aged 75; was born in Meadville; studied at Harvard and under private tutors; studied theology; in 1844 aided in establishing the Meadville Theological School, in which he was for many years professor; published Belief of the First Three Centuries Concerning Christ's Mission to the Under World, Judaism at Rome, and Indirect Testimony of History to the Genuineness of the Gospels.

HUMES, THOMAS WILLIAM, D. D., in Knoxville, Tenn., January 16, aged 76; was born in Knoxville; graduated at the East Tennessee College (now University of Tennessee); was President of the University of Tennessee, 1865–1883.

HUNT, RANDALL, LL. D., in New Orleans, in March, aged 85; was born in Charleston, S. C., 1825; studied law; was elected to the faculty of the law school in New Orleans, upon its establishment in 1847; became president of the university; a brilliant lawyer who figured in many famous cases.

HUNT, THOMAS STERRY, M. D., in New York City, February 12, aged 66; was born in Norwich, Conn.; was educated for the medical profession; but made a specialty of chemistry and geology; 1847–1872 was chemist and mineralogist to the geological survey of Canada; he systematically divided and classified geologically the stratiform crystalline rocks; was one of the organizers of Laval University, Quebec; 1857–1862 was professor of chemistry at Laval; was four years lecturer at McGill University, Montreal; 1872–1878, professor of geology at the Massachusetts Institute of Technology; since 1859 a fellow of the Royal Society; was the author of many works, among them A New Basis for Chemistry, Systematic Mineralogy.

INGALLS, FRANCIS T., in Springfield, Mo., August 5; was born in Haverhill, Mass., 1845; graduated at Williams College, 1864; studied theology at Princeton and Andover seminaries; was a regent of the Kansas State University and trustee of Washburn College; from 1887 was president of Drury College, Springfield, Mo.; was a brother of ex-Senator J. J. Ingalls.

JACKSON, A. R., M. D. in Chicago, November 12; was born in 1827; graduated at the Pennsylvania Medical College, 1848; was lecturer on gynæcology in the Rush Medical College, Chicago; editor of the Medical Register; was the original of "My friend the Doctor," in Mark Twain's Innocents Abroad.

JUDD, ORANGE, in Chicago, December 27, aged 70; was born in New York State; graduated at Wesleyan University, 1847; was editor of the American Agriculturalist, 1853; became owner and publisher, 1856; was agricultural editor of the New York Times, 1855-1863, and of the Orange Judd Farmer till his death; he gave to Yale the Orange Judd Hall of Natural Science, costing $100,000.

KARGÉ, Gen. JOSEPH, in New York City, December 27, aged 69; was born in Germany; graduated at the University of Breslau; studied literature in the College of France and in Berlin; his sympathy for Poland sent him to the United States, where he became head of a private school; entered the army, from which in 1870 he resigned to become professor of continental language and literature at Princeton, where he remained till his death.

KENDALL, HENRY, D. D., in East Bloomfield, N. Y., September 10, aged 77; was for many years secretary of the Presbyterian Board of Home Missions; was called the Bismarck of Presbyterian Home Missions; was specially efficient in securing endowments for Presbyterian institutions of learning.

KIMBALL, RICHARD BURLEIGH, in New York City, December 28, aged 75; lawyer; was born in New Hampshire; graduated at Darmouth, 1834; was the author of St. Leger and other works.

KIMBALL, GILMAN, M. D., at Lowell, Mass., July 27, aged 88; was born in Hill, New Hampshire; received his degree from Dartmouth, 1827; practiced in Chicopee and Lowell; was twenty-six years resident physician of the Corporation Hospital, Lowell; 1844 was appointed professor of surgery in the Vermont Medical College; in 1845 to a similar position in the Berkshire Medical Institute, Pittsfield, Mass., in 1861 entered the army, serving four months under General Butler, as brigade surgeon; at Annapolis and Fort Monroe, superintended the organization of military hospitals established for the national troops 1862; was president of the American Gynæcological Society, contributed to medical literature, and was considered one of the first surgeons in the country.

KINGSBURY, Rev. ADDISON, D. D., in Marietta, Ohio, January 25, aged 91; was born in Connecticut; studied at Amherst and Andover Theological Seminary; as pastor in Zanesville, Ohio, he was instrumental in founding Putnam Female Seminary; was president of its board of trustees; was a trustee of Marietta College, and of Lane Theological Seminary, Cincinnati.

KNOX, JOHN JAY, in New York City, February 9, aged 63; ex-Comptroller of Currency; distinguished financier.

LEAMING, JAMES R., M. D., in New York, December 5, aged 72; was born in New York State; graduated from the medical department of the University of the City of New York: 1871 was elected professor of practice and principles of medicine in the Woman's Medical College, New York; was first president of the New York polyclinic and professor of chest diseases; published medical articles.

LEIGHTON, ROBERT T., at Fall River, Mass., May 1, aged 50; was principal of the B. M. C. Durfee high school; author of Leighton's Greek and Latin Lessons and other text-books.

LETANG, EUGENE, in Boston, November 27, aged 50; was born in France; completed the architectural course with high honors in the Paris School of Beaux Arts; for twenty years was professor of architectural drawing at Massachusetts Institute of Technology.

LOCKE, JOHN HENRY, in North Charleston, N. H., February 9; was born in North Charleston, 1817; was known as the learned shoemaker; had made a valuable geological collection, which he gave to Farwell high school.

LONGFELLOW, Rev. SAMUEL, in Portland, Me., October 3, aged 73; a Unitarian clergyman, a poet, and an author; was a brother of Henry W. Longfellow and his biographer.

LOTHROP, DANIEL, in Boston, March 19, aged 70; was born in New Hampshire; publisher of periodicals, books, and text-books.

LOVERING, Prof. JOSEPH, LL. D., in Cambridge, Mass., January 19, aged 80; was born in Charlestown; graduated at Harvard, 1833; 1836 was appointed tutor of mathematics and physics in Harvard; 1838 was appointed Hollis professor of mathematics and history, which chair he held for fifty-three years; 1853–54 and 1857–1870 was regent of the university; associated with Professor Pierce, was editor of the Mathematical Miscellany; had charge, 1867–1876, in connection with the United States Coast Survey, of computations for determining transatlantic longitudes from telegraphic observations on cable lines; 1854–1873 was permanent secretary of the American Association for the Advancement of Science; 1873 was its president; was a member of the American Historical Society of Philadelphia, of the National Academy of Sciences, California Academy of Sciences; Buffalo Historical Society; 1869–1873 was corresponding secretary of the American Academy of Sciences; 1873–1880 its vice-president; 1880–1887 its president; published numerous books and articles on scientific subjects, the total number being not less than 103; from 1889 he was professor emeritus.

LYFORD, AMOS COGGSWELL, in Denver, Colo., May 3, aged 30 years; was born in Boston; graduated at Dartmouth, 1885; taught in the Holderness school, New Hampshire; in an Episcopal academy, Cheshire, Conn.; in Jarvis Hall Military Academy, Denver, of which he was head master at the time of his death.

MAHON, Rev. W. A. V. V., D. D., in New Brunswick, N. J., November 3, aged 70; was a graduate of Union College, 1840, and New Brunswick Theological Seminary, 1846, in which latter institution he was professor of didactic theology at the time of his death.

MANLY, BASIL, in Louisville, Ky., January 31, aged 66; was born in South Carolina; graduated at the University of Alabama, 1843, and Princeton Theological Seminary, 1847; in 1854 was president of the Richmond Female Institute; was professor of Old Testament interpretation and Biblical introduction in the Southern Baptist Theological Seminary, at Greenville, S. C., which position he held at the time of his death; in 1871 was elected president of Georgetown College, Kentucky, but after a year he returned to the theological seminary, which had been moved to Louisville.

MCMULLIN, Rev. SAMUEL H., D. D., in Glendale, Ohio, February 17, aged 61; was born in Philadelphia; graduated at University of Pennsylvania, 1849, and Princeton Theological Seminary, 1851; professor of Greek at Miami University, 1867–1870; professor of church history at Danville (Ky.) Theological Seminary.

MEIGS, Gen. MONTGOMERY C., in Washington, D. C., January 2, aged 75; a graduate of the United States Military Academy; 1876 was made a member of the commission to reorganize the Army; was Quartermaster-General, a scientific soldier, the architect of the Pension Building, Washington, regent of the Smithsonian, and a member of scientific societies.

MARTIN, CHARLES, M. D., January 15; formerly medical director in the United States Navy.

MERRIMAN, Rev. WM. E., at Marblehead, Mass., August 1, aged 67; was many years a Congregational pastor, and from 1863 to 1879 was president of Ripon College, Wisconsin; was a corporate member at one time of the American board.

MOORE, GEORGE HENRY, in New York, May 5, aged 69; was born in Concord, N. H.; graduated at the University of the City of New York; while a student was appointed assistant librarian of New York Historical Society; 1849 became librarian; since 1872 superintendent of the Lenox Library; published several works, among them Early History of Columbia College.

MOSS, JOHN CALVIN, in New York, April 8, aged 54; was born in Pennsylvania; was the inventor of photo-engraving and head of the Moss Engraving Company.

MURPHY, Rev. J. J., S. J., in Washington, D. C., March 11, aged 48; was born in Ireland; educated at Carlow College and Maynooth, where he studied theology; entered the Society of Jesus, in America, 1866; 1868 was appointed professor in Boston College; 1875, lecturer at Georgetown University, District of Columbia, and prefect; was professor of rhetoric, Frederick, Md.; professor of scripture at Woodstock; professor of philosophy at Holy Cross College; rector of Gonzaga College, District of Columbia; rector of St. Francis Xavier church and college; professor of philosophy, Georgetown College.

MUSSEY, Gen. REUBEN DELAVEN, LL. D., in Washington, D. C., May 29, aged nearly 59; was born in Hanover, N. H.; graduated at Dartmouth College, 1854; captain United States Army; colonel One hundred and tenth United States Colored Troops; brevet brigadier-general United States Volunteers; private secretary to President Johnson; prominent member of Washington bar; well known as writer for the press; professor of law, Howard University; special promoter of Manassas Industrial School.

NEVIN, WILLIAM MARVEL, LL. D., in Lancaster, Pa., February 11, aged 86; graduated at Dickinson College, 1827; in 1840 was elected professor of Latin, Greek, and belles-lettres in Marshall College, Mercersburg, Pa.; upon its union with Franklin College he was reelected; was first professor of belles-lettres; 1886 became professor emeritus; at the time of his death was reputed the oldest college professor in the country; received LL. D. from Dickinson College.

NEWCOMB, WESLEY, in Ithaca, N. Y., January 27; was born in 1808; was one of the most noted conchologists in the world; his collection of shells was bought by Ezra Cornell for Cornell University, and he was made its curator.

OLIVER, FITCH EDWARD, M. D., in Boston, December 8, aged 73; was born in Massachusetts; graduated at Dartmouth, 1839, and Harvard Medical College, 1843; secretary of the Boston Society for Medical Improvement, 1856–1860; coeditor Boston Medical and Surgical Journal, 1860–1864; instructor in materia medica in Harvard medical school, 1860–1870; an author of medical and other works; cabinet keeper of the Massachusetts Historical Society; a compiler of psalm melodies.

OSBORN, LUCIEN M., LL. D., in October, aged 69; graduated at Colgate University, 1856; professor, in Colgate, of mathematics and natural science since 1868.

OSGOOD, JAMES RIPLEY, in London, England, May 18; was born in Maine, 1836; graduated at Bowdoin; was a noted publisher.

OVERHEISER, JOHN, in New York, May 1; was born 1834; graduated at Rochester University, 1854; was an instructor in Polytechnic Institute of Brooklyn; a noted Greek scholar; trustee of Rutger's Female College, New York, and Leland University for Colored People, in Louisiana.

PACKER, HARRIET, in Brooklyn, January 26; was born in 1820; gave $65,000 to rebuilding Brooklyn Female Academy, the name of which was changed in her honor to Packer Institute.

PARSONS, THOMAS WILLIAM, in Scituate, Mass., September 3, aged 73; a scholar and poet; his best-known poem is, On a Bust of Dante.

PEABODY, Col. GEORGE, January 3; Salem, Mass.

PECK, WM. GUY, in Greenwich, Conn., February 7, aged 72; was born in Litchfield, Conn.; professor of natural philosophy at West Point; professor of physics and engineering at the University of Michigan; since 1881 professor of mathematics, astronomy, and mechanics at Columbia College; was the author of several text-books.

PEET, JOSIAH WHEELOCK, at Monticello, Iowa, April 17, aged 83; was born in Vermont; graduated at Middlebury College, 1836; in 1849 established the Hermitage Home School for Boys at Fall River, Mass., of which he was the principal till 1859; taught at Brighton, Iowa, Oshkosh, Wis., and in Parson's College, Iowa.

PELLEW, GEORGE, in New York, February 18–19; was born in 1861; graduated at Harvard, 1880; a journalist and author.

PIERREPONT, EDWARDS, in New York, March 6, aged 75; ex-minister to England; Attorney-General under President Grant.

PIKE, Mrs. MARIA LOUISA, in Brooklyn, March 23; was born in England; a naturalist and author.

POLLARD, JOSEPHINE, in New York, August 15; an author of religious and children's books and several poems.

POPE, Gen. JOHN, in Sandusky, Ohio, September 23, aged 70; was born in Louisville, Ky.; graduated at the United States Military Academy; a noted Union general in the late war.

PORTER, NOAH, D. D., LL. D., at New Haven, Conn., March 4, aged 80; was born in Farmington, Conn.; graduated at Yale, 1831; was tutor there, and studied theology; was ordained in 1836; 1846 accepted the Clark professorship at Yale; 1871 elected president of Yale, where he remained fifteen years, during which time the college became a university; 1886 he resigned the presidency, but remained Clark professor; 1858 received D. D. from University of City of New York, and in 1886 LL. D. from Edinburgh; 1870 the same from Western Reserve, and in 1871 the same from Trinity; was the author of philosophical and scientific works, some of which are used as text-books; was the principal editor of the revised editions of Webster's Unabridged Dictionary. Dr. Porter's works include Educational Systems of Puritans and Jesuits Compared, American Colleges and the American Public, The Science of Nature versus the Science of Man, Science and Sentiment, Elements of Moral Science, The Human Intellect, Kant's Ethics, A Critical Exposition.

PROUTY, DAVID, in Spencer, Mass., September 13, aged 78; bequeathed $15,000 to Wellesley, $15,000 to Wesleyan Academy, Wilbraham, Mass., $15,000 to Amherst, $15,000 to Drury College, Springfield, Mo.

PRUDHOMME, JOHN P. E., in Washington, D. C., June 28; was born in Santo Domingo 1801; was noted as the engraver on steel of Turnbull's painting, Signing of the Declaration of Independence; was curator of the National Academy of Design.

REESE, J. J., toxicologist, in Atlantic City, September 4; born in Philadelphia, 1818.

RICHARDSON, TOBIAS GIBSON, M. D., in New Orleans, in June, aged 65; was born at Lexington, Ky.; received his degree of M. D. from University of Louisville, 1848; for eight years was demonstrator of anatomy in the university; was offered the chair of anatomy in the New York Medical College, that of surgery in the Kentucky School of Medicine, and that of anatomy in the medical department of Pennsylvania College, Philadelphia, which last he accepted; in connection with Dr. Gross established the North American Chirurgical Review; in 1863 became

RICHARDSON, TOBIAS GIBSON—Continued.
professor of anatomy in the University of Louisiana; 1873 was made dean of the medical faculty, University of Louisiana; 1873 also was made professor of surgery; 1877 was elected president of American Medical Association; a large contributor to medical literature; was corresponding member of the College of Physicians and Surgeons and a member of the Academy of Natural Science, Philadelphia, and of the medical societies of New Orleans and Louisiana.

ROBINSON, WILLIAM ERIGENA, in Brooklyn, January 23, aged 77; was born in Ireland; a journalist, politician, and Member of Congress; in 1871, editor Irish World.

RODGERS, CHRISTOPHER RAYMOND PERRY, Rear-Admiral, United States Navy, in Washington, D. C., January 8, aged 72.

ROEMER, JEAN, in Lenox, Mass., August 30–31; was born in Holland; some claimed him to be son of King William I; came to United States 1846; was appointed professor of French in the New York Free Academy, 1848; vice-president College of the City of New York, 1869, and professor of French, which positions he held till his death; published Polyglot Readers, a Dictionary of French-English Idioms, and other works.

RUGGLES, Miss HENRIETTA JUDSON, in Dorchester, Mass., November 12; member of the State board of education.

RUTHERFORD, L. M., in New York, May 30, aged 75; physicist.

SCHWATKA, Lieut. FREDERICK, in Portland, Oreg., November 2, aged 43; was born in Illinois; graduated at United States Military Academy, and in 1876 from the Bellevue Hospital College; a geographical explorer; joined in the search for Sir John Franklin.

SCOTT, Rev. JOHN WITHERSPOON, D. D., in Washington, D. C., November 29, aged 92 years; was born in Pennsylvania; graduated at Washington College, Pennsylvania; took a course in chemistry in Yale; was a professor in his alma mater, 1824–1828; afterwards became professor of mathematics and natural science at Miami University, Ohio; assisted in founding Belmont College; was professor in Oxford Female College and its president; was professor at Hanover College, Indiana; and for seven years professor at Monongahela College, Pennsylvania; was father-in-law of President Harrison.

SEELEY, CHARLES A., in Mount Vernon, N. Y., November 4, aged 66; was born in Ballston, N. Y.; graduated at Union College, 1847; was professor of chemistry and toxicology in New York Medical College, 1859–1862; professor of chemistry and metallurgy in New York College of Dentistry; a well-known chemist, and for a time was on the staff of the Scientific American.

SHEA, JOHN DAWSON GILMARY, in Elizabeth, N. J., February 22, aged 67; was born in New York; a prolific historical writer and a translator; issued three volumes of a History of the Catholic Church in America; received from the University of Notre Dame, Indiana, the Lætare medal as the most distinguished Catholic layman in the country.

SKINNER, Rev. THOMAS HARVEY, D. D., in Chicago, January 4, aged 72; was born in Philadelphia; graduated from the University of New York, 1840; studied theology at Andover and Union Seminary, 1881, till his death; was professor of didactic and polemic theology in McCormick Theological Seminary, Chicago.

SMITH, EDWARD PAYSON, Ph. D., in Worcester, Mass., May 2, aged 52; was born in Massachusetts; graduated at Amherst, 1865; principal of high school, Hinsdale, Mass., 1865–1867; teacher of Latin and Greek, Williston Seminary; studied at University of Halle; professor of modern languages in Worcester Polytechnic Institute (then the Worcester County Free Institute of Industrial Science); from 1888 till his death professor of political science; received the degree of Ph. D. from University of Syracuse.

SMITH, ROSWELL; born in Connecticut, 1829; married the lady who sent the first message over the first telegraph; was one of the owners and publishers of Scribner's Monthly, and later founder of the Century Company, publishers of the Century Magazine; was the first to win a large English circulation for an American magazine.

SPALDING, Rev. SAMUEL JONES, D. D., at Newburyport, Mass., April 10, aged 72; was born in New Hampshire; graduated at Dartmouth, 1842; at Andover Theological Seminary, 1845; served on school committees of Salmon Falls and Newburyport; trustee of South Berwick, Hampton, and Dearborn Academies; a member of the Massachusetts Historical and Genealogical Society, and director of the public library.

STARR, NATHANIEL WINTHROP, at Red Bank, N. J., February 16, aged 80; was born in Danbury, Conn.; educated at Yale; was principal of various schools in New York; in 1854 established the military and collegiate school at Yonkers, where he remained till 1867.

STEARNS, LEWIS FRENCH, D. D., February 9, aged 45 years; was born in Newburyport, Mass.; graduated at Princeton, 1861; studied theology at Princeton, 1869–1870; also studied at Leipsic and Berlin; graduated from Union Theological Seminary, 1872; since 1870 has been professor of systematic theology in Bangor Seminary; was offered a similar chair in Union Seminary, but declined.

STEINER, Dr. LEWIS H., in Baltimore, February 19, aged 65; was born in Maryland; graduated from Marshall College, Mercersburg, Pa.; State senator, president of American Medical Association, trustee of Hampton, librarian of Enoch Pratt Library, and author of scientific works; active in organization and support of public schools of Maryland.

STODDARD, O. N., LL. D., at Wooster, Ohio, February 10, aged 80; was educated at Union College; 1845 became professor of natural science and chemistry Miami University, and was for a time president pro tempore; among his pupils were President Harrison, Secretary Noble, Whitelaw Reid, and Calvin S. Brice; in 1870 became professor of natural science, Wooster, Ohio, which position he resigned in 1884.

SWINTON, WILLIAM, in New York, October 25, aged 69; was born in Scotland; educated at Knox College, Canada, and Amherst; began to preach 1853; became professor of ancient and modern langnages, Greensboro, N. C., in Edgeworth Female Seminary; 1854 was professor in Mount Washington Collegiate Institute, New York; was war correspondent, 1862; 1863–1868 was professor of belles-lettres in the University of California; resided in Brooklyn and edited text-books, which were widely used, and for a series of which he received a gold medal at the Paris Exposition.

TANNER, Rev. EDWARD ALLEN, in Jacksonville, Ill., February 8, aged 64; was born in Illinois; graduated at Illinois College, 1857; was professor of Latin in a college on the Pacific Coast; 1865 was appointed to the chair of Latin and rhetoric in Illinois College, and in 1882 became its president.

THAYER, GILBERT, LL. D., at Morgan Park, Ill., February 3, aged 70; was born in Wilmington, N. Y.; received his education at Keesville Academy and State normal school; was a teacher from his eighteenth year; taught in State normal school, Illinois, was principal of a young ladies' seminary, Jacksonville, and for seventeen years president of Chicago Female Seminary, Morgan Park.

TORSEY, Rev. HENRY P., D. D., LL. D., at Kent's Hill, Me., September 16, aged 73; was principal of Maine Wesleyan Seminary, 1848–1883; was then made professor emeritus; during the thirty-five years of his principalship 30,000 students entered the institution.

TROWBRIDGE, Gen. WILLIAM PETTIT, at New Haven, aged 64; was born in Michigan; graduated from West Point, 1848, first in his class; remained in the Army till 1856, when he accepted a position as instructor of mathematics in University of Michigan; 1869 became professor of mathematics at Yale; 1876 went to Columbia College as professor; was adjutant-general of Connecticut, 1873–1876.

TUCK, JEREMY WEBSTER, at Springfield, Mass., February 25, aged 80; was born in New Hampshire; graduated from Phillips, Andover, 1836, and Amherst, 1840; preceptor Brattleboro Academy, 1840–41; afterwards entered the ministry.

WALSWORTH, Rev. EDWARD B., D. D., in Livonia, N. Y., February 3, aged 73; was born in Cleveland, Ohio; graduated at Union College, 1844; at Union Theological Seminary, 1848; was president of Pacific Female College, Oakland, Cal., for three years; chancellor of Ingham University, New York, for three years.

WATSON, SERENO, Ph. D., in Cambridge, Mass., March 9, aged 65; was born in Connecticut; graduated at Yale, 1847; studied medicine in the University of the City of New York; was tutor in Iowa College; was associated with Dr. Henry Barnard in publishing the Journal of Education; was botanist to the United States geological exploration of the fortieth parallel; 1874, curator of the Harvard herbarium; 1881–1884, was instructor in phytography; published numerous botanical works of value; was a fellow of the American Association for the Advancement of Science, and the American Academy of Arts and Sciences, and a member of the National Academy of Sciences; received the degree of Ph. D. from Iowa College.

WELLINGTON, ASA, in Boston, May 9, aged 74; was born in Massachusetts; graduated at Yale, 1843; principal of the academy at Thompson, Conn., of the Barre Mass. (high school), of the Braintree high school and that of Quincy.

WHEILDON, WILLIAM WILDER, in Concord, Mass., in January, aged 86; was born in Boston; for forty-four years editor of Bunker Hill Aurora; was also a lawyer; a fellow of the American Association for the Advancement of Science and member of the American Historical Association, New England Historic Genealogical Society, the Webster Historical Society, Concord Antiquarian Society, and the Massachusetts Horticultural; he wrote numerous scientific and historic articles.

WHITMAN, WALT, poet, in Camden, N. J., March 26, aged 73; was born in Long Island; journalist, hospital nurse, poet; his poetry has received much comment, favorable and unfavorable.

WHITTIER, JOHN GREENLEAF, poet, at Hampton Falls, N. H., September 7, aged 85; was born in Haverhill, Mass.; his family were of Puritan stock, which became Quaker in the second American generation; his education was received at Haverhill Academy; he early turned his attention to literature; 1830, was made editor of New England Weekly Review, Hartford, Conn.; 1837, became editor of Haverhill Gazette; a delegate to the first antislavery convention in 1833; in 1835 was a member of Massachusetts legislature; 1837, was in the office of the American Antislavery Society; 1838, took charge of Pennsylvania Freeman, an organ of that society; 1844, edited the Middlesex Standard, and was afterwards associate editor of the National Era, at Washington; was one of the founders of the Liberty party; 1860 and 1865 was a member of the electoral college of Massachusetts. Many of his poems are strongly abolition in sentiment, and many religious; was beloved by the American people as a true American poet.

WICKHAM, Rev. JOSEPH DRESSER, at Manchester, Vt., May 12, aged 95; was born in Connecticut; graduated at Yale, and at the time of his death he was reputed the oldest living alumnus; was rector of the Hopkins Grammar School, New Haven; tutor at Yale; in 1828 took charge of the Washington Institute, a boarding school in New York City; was principal of Burr Seminary, Manchester, Vt., and trustee of Middlebury College.

FOREIGN, 1892.

ADAMS, JOHN COUCH, in Cambridge, England, June 21, aged 73; for many years Lowndean professor of astronomy at Cambridge, and director of the observatory; was joint discoverer with Leverrier of the planet Neptune.

AHRENDT, ———, a young teacher in Hamburg, who, during the cholera epidemic, devoted himself to nursing victims; he died of the disease.

AIRY, Sir GEORGE BIDDELL, LL. D., D. C. L., F. R. S., K. C. B., January 4; a graduate of Cambridge; 1828 assumed entire charge of Cambridge Observatory; 1835 became astronomer royal, which post he occupied for forty-six years; discovered the optical malady, astigmatism, and suggested the remedy.

ALARCON, Don JOSÉ DOLORES, November 15, aged 46; director of boys' school at Parral, Chile; had received medals and diplomas for his services.

ALBERT VICTOR, Prince, Duke of Clarence, in England, January 14, aged 28; heir presumptive to the British throne.

ALLON, HENRY, D. D., in London October 16, aged 74; a Congregational clergyman; from 1865–1886 editor of the British Quarterly Review.

ANDERLEDY, ANTON, S. J., in Fiesole, Italy, January 18; was born in 1819 in Switzerland; entered the Society of Jesus when 19; became professor of theology at Freiburg; taught theology in Belgium; in 1863 became professor of moral theology in the college of Maria Laach, of which he was made rector; in 1887 he became general of the Jesuits.

ARAYA, Doña FILOMENA SILVA, in Chile, October 28; a graduate of the normal school; fulfilled the functions of a teacher with great fidelity.

BEHNKE, EMIL, in Ostend, September 17; was born in Stettin in 1836; a German voice culturist.

BITTIHN, CANTOR, at Peisten, Germany; with whom ended a famous family of teachers; son had succeeded as teacher in Peisten for more than two hundred years.

BÖCKMANN, WILHELM, in Germany, March 8; oldest pupil of Diesterweg; formerly teacher in Elberfeld, lately in Berlin.

BODENSTADT, VON, FRIEDRICH MARTIN, in Wiesbaden, April 19, aged 72; in 1882 became professor of Slav language at University of Munich; a German author, poet, and translator.

BÖHME, ADOLF, in Germany, January 14; a teacher in the normal school, Berlin; one of the best and most faithful pupils of Diesterweg; known in many countries as the author of text-books on arithmetic.

BRATIANO, DEMETER, June 21; a Roumanian statesman.

BREULEUX, GUST., in Switzerland, April 29; principal of normal school at Pruntruth.

BRÜCKE, ERNEST WILHELM, January 7; a noted German physiologist.

BRUCE, JOHN COLLINGWOOD, in London, April 5; born in 1805, in New Castle, England; archæologist.

CAIRNS, JOHN, D. D., LL. D., at Edinburgh, March 12, aged 73; studied at the universities of Edinburgh and Berlin; 1867–1876 was professor of apologetics, United Presbyterian Seminary, Berwick on the Tweed; 1876, taught systematic theology in the hall; became president of the college; wrote works in defense of Christianity.

CAMPBELL, Sir GEORGE, K. C. S. I., in Cairo, February 17; was born in 1824; was judge of the supreme court of Calcutta; commissioner of the cissutlej states; commissioner of the central provinces; lieutenant-governor of Bengal; a member of the council of India; member of Parliament, and an author.

CASPARI, KARL PAUL, at Christiania, in April; a biblical scholar; since 1847, docent at the University of Christiania; since 1857, professor.

CLOUGH, Miss ANNE JEMIMA, in Cambridge, England, February 27; was born in 1819; a promoter of higher education for women; and the principal of Newnham College, Cambridge University, from its beginning; an advocate of university extension and coeducation.

DE VIT, in Italy, in August; philologist; professor in seminary at Padua; compiler of a Latin dictionary and a work embracing all proper names down to the end of the fifth century—a work unfinished at his death; was presented by Pope Leo XIII with a gold medal in recognition of his services to philology.

DORSCHEL, A., in Gotha, Germany, February 17; a school director.

DORNER, ADOLF, March 17; teacher in gymnastics in Berlin; for many years member of the executive committee of the National German Teachers' Union; a most skillful master in conducting mass exercises.

DRESELY, J; October 20; Bavarian normal school inspector in Munich.

DULA, Dr. FRANZ, in Switzerland, January 31; director of normal schools at Rathhausen and Nettingen.

DUVEYRIER, HENRI, in Sevres, France, April 25; an explorer and president of the Geographical Society of France.

EDWARDS, AMELIA B., L. H. D., LL.D., in London, April 15; was born in 1831; a novelist and well-known Egyptologist; her book, A Thousand Miles Up the Nile, was illustrated from her own sketches.

ELSENSOHN, JOSEPH, in Austria, November 15; school councilor and director of gymnasium in Feldkirch; a popular writer.

ERDMANN, JOHANN EDOUARD, in Halle, in June; a philosopher of the Hegelian school and professor in the University of Halle; an author of philosophical works.

FALCKENHEIMER, Dr. WILLIAM, in Cassel, April 8; privy councilor; well known as a popular writer, and an ardent friend of the schools.

FLEISCHMANN, CARL, February 24; teacher of gymnastics in Berlin; author of Manual for Boys' Gymnastics and Guide for Excursions.

FONSECA, DA, MANUEL DEODORO, in Brazil, August 23; first President of the Republic of Brazil.

FORGE, DE LA, ANATOTE, in Paris, June 6; French historian; author of a history of Venice and of a history of public instruction in Spain.

FRANCKE, FRIEDRICH, August 22; teacher at Halle and president of teachers' association.

FREEMAN, EDWARD AUGUSTUS, in Alicante, Spain, March 16; was born in 1823, near Birmingham, England; graduated at Trinity College, Oxford; 1884, became regius professor of modern history, Oxford; his historical works are many and noted, his greatest being The History of the Norman Conquest in England; its Causes and its Results.

FRICK, Dr. OTTO, January 19; director of the Francke Steftungen, at Halle; one of the most noted Herbartians, and defender of the idea of the common school for all classes.

FUSS, Dr. HUBERT, in Vienna, December 25; member of the Austrian House of Deputies; was an eloquent defender of the teachers' profession.

FYFFE, CHARLES ALAN, February 19; an English historian; author of History of Greece and History of Modern Europe.

GINDELY, ANTON, in Austria, October 24; professor in University of Prague; best authority in matters relating to history of Comenius.

GLISARI, Father A., November 15; aged nearly 72; the director of the Armenian Seminary of Venice; an authority on Armenian philology, literature, and art.

GRANT, ROBERT, in Scotland, November 1; author of History of Physical Astronomy; in 1853 was appointed professor of astronomy in the University of Glasgow; in 1883 published a catalogue of over 6,000 stars, the mean places of which had been determined under his direction.

GRISCHOW, O. E., December 21; aged 95; the oldest teacher in Pomerania.

GUSTAVE, Prince of Saxe-Weimar-Eisenach, January 6.

HEGER, MORITZ, in Dresden, September 25; school director and councilor.

HEIM, Dean H. J., in Wengi, Switzerland, January 12; well-known promoter of popular education.

HERRMANN, FRANZ JOSEPH, in Reichenburg, Bohemia, February 16; did splendid work in framing the Austrian school law of 1869.

HIRSCHE, Dr., at Hamburg, July 23; formerly director in normal school in Brunswick; consistorial councilor at Wolfenbüttel; chief of ducal system of schools in Brunswick.

HOFMANN, AUGUST WILHELM, in Berlin, May 5; was in 1848 appointed superintendent of the Royal College of Chemistry, London; 1864 he went to Bonn as professor of chemistry, and at the time of his death held a similar chair in the University of Berlin.

HOLMBAUM, WILHELM, March 26; director of normal school in Coburg; school councilor.

HOLZINGER, F. S., in Austria, November 14; professor in commercial academy at Linz.

JENSEN, JENS, January 5; teacher in Oldenswort, Schleswig-Holstein; favorably known as contributor to the German educational press, and author of Instruction in Religion.

KÄGI, J. H., June 23; rector of a higher school for girls, in Basle, Switzerland.

KAUFMANN, Dr. FR. J., November 20; professor of natural science at Luzerne, Switzerland.

KELLNER, Dr. LORENZ, at Trier (Treves), Germany, August 18; school councilor and author of popular language books.

KÖHLER, ANTON, in Vienna, December 14, aged 92; reputed the oldest teacher in Austria.

KOHRT, ———, in Germany, June 1, aged 97; was a graduate of normal school, Fondern, 1820; teacher in Krokau, near Kiel.

LAMBERT, Sir JOHN, in London, January 27, aged 76; an English statesman.

LAMPERTI, FRANCESCO, at Lake Como, May 6, aged 79; in 1850 became professor at the Conservatory of Music, Milan; a famous vocal teacher of the Italian school.

LAVILEYE, DE, EMILE, at Liege, Belgium, January 3, aged 70; was born at Bruges; studied law, but afterwards devoted himself to political economy; since 1864 had been professor in the University of Liege; an eminent economist and publicist; published works of note upon political economy; constant correspondent of this Bureau.

LEGGE, Right Rev. ANGUS, D. D., January 7; bishop of Litchfield, England.

LEGGE, Right Rev. ANGUS, D. D., January 7; bishop of Litchfield, England.

LOWE, ROBERT (Viscount Sherbrooke), in London, July 27; educated at Oxford; an English statesman, at one time vice-president of the educational department.

MACKENZIE, Sir MORELL, M. D., February 3; a famous English specialist; physician to Emperor Frederick of Germany in his last illness.

MANNING, Cardinal HENRY EDWARD, in London, January 14; was born in Hertfordshire, educated at Oxford; in 1851 left the Established Church and became a Roman Catholic; 1865 became archbishop of Westminster; 1877 received the cardinal's hat; was a friend of the working classes and an advocate of total abstinence; wrote numerous ecclesiastical works.

MATTA, MANUEL ANTONIO, in Santiago, June 25; a Chilean statesman.

MÄTZNER, Professor, Dr., in Steglitz, Germany, July 13; was a pupil of Yverdun, 1826–27, where he was teacher of deaf mutes; a warm disciple of Diesterweg; teacher in gymnasia at Bromberg and Berlin; for thirty years director of a high school for girls; well known as a thorough philologist, and author of French and English grammars.

MAYER, LAURENZ, in Vienna, December 13; circuit school inspector.

METTNER, D., March 26; director of music in Breslau; formerly teacher in normal school; known for musical publications and as a promoter of music in the lower schools.

METZGER, CHRIST., in Mayence, April 14; school inspector. His work in the schools of Mayence was very meritorious.

MICHEL, Rector, in Berlin, May 5; for many years president of a teachers' association.

MOCNIK, VON, Dr. FRANZ, Knight, in Austria, November 30; school inspector at Laibach and Graz.

MURRAY, JOHN, in London, April 2; was born in 1809; of the noted family of publishers; published guide books and the works of Darwin, Dean Stanley, Sir Henry Maine, and others.

NAUCK, Professor, in Russia, in August; eminent philologist and member of the Academy of Science of St. Petersburg; was born September 8, 1822, at Anerstedt; studied at Jena and Halle; instructor in Livonia, 1848–1851; from 1858 assistant in Greek and Latin at the Academy of Science; in 1861 was made member ordinary; his books are mostly criticisms on the text of Greek authors, and were considered authority in the domain of scientific philology.

ORELLI, VON, Dr. ALB., January 31; professor of German law in Zurich.

OWEN, Sir RICHARD, in England, December 18, aged 88; assistant curator of the museum of Royal College of Surgeons; superintendent of the natural history department, British Museum; the greatest anatomist of modern times; received highest honors from the Linnæan, Geological, and Royal societies, and was honored by the Queen and by the King of Prussia.

PAUR, Dr. THEODOR, at Gorlitz, August 14; member of Prussian House of Deputies; ardent friend of Diesterweg and the schools; chairman city board of education; author and contributor to the press.

PAULSIEK, KARL, in Jena, April 24; formerly director of gymnasium in Magdeburg; author of readers used in elementary schools.

PELLICIONI, Count GAETANO, in Italy, February 4, aged 74; professor of Greek in Bologna University.

PISTL, JOSEPH, in Vienna, December 12; teacher in the practice school of normal school.

QUATREFAGES DE BRÉAU, DE, JEAN LOUIS ARMAND, in Paris, January 13; born in 1810; eminent French naturalist and director of Museum of Natural History at Paris.

RENAN, JOSEPH ERNEST, philologist and author, in Paris, October 2, aged 69; was born in Brittany; educated at St. Nicholas and the Theological Seminary of St. Sulpice, Paris; was professor in a school at Montmartre and in the University of Paris; 1848 gained the Volney prize for a memoir upon the Semitic languages;

RENAN, JOSEPH ERNEST—Continued.
1849 was sent on a literary mission to Italy; 1851 was attached to the department of MSS. in the National Library; 1856 was elected member of the Academy of Inscriptions; 1860 when the French captured Syria, was sent at the head of a scientific expedition to explore the sites of Tyre and Sidon and other localities; 1862 was appointed professor of Hebrew in College of France, but was never confirmed, and in 1864 was forced to resign; published a Life of Jesus, Reports Upon the Progress of Oriental Literature, the Mission in Phœnicia, and many other works; was decorated with the Legion of Honor 1860; in 1878 was appointed manager or vice-rector of the College of France; was an agnostic.

RHANGABÈ, ALEXANDER, at Athens, January 27, aged 82; was born at Constantinople; was educated for the army but became professor and politician; was talented as poet and orator; a distinguished archæologist, and author of an archæological Dictionary.

ROBERTSON, GEORGE CROOM, in London, September 21; was educated at the University of Aberdeen; studied in London, Gottingen, Berlin, Paris; became professor of philosophy and logic in the University College, London; was examiner in philosophy at the universities of Aberdeen and London; was a contributor to the ninth edition, Encyclopedia Britannica.

ROCHHOLZ, E. L., in Aarau, Switzerland, October 29; university professor.

ROGERS, RANDOLPH, in Rome, January 15, aged 66; an American sculptor.

SCHALLER, Dr. FERDINAND, in Germany, January 27; director of two normal schools, and councilor at Wernigerode.

SCHNEIDER, J., in Berne, February 17; teacher.

SCHUBERT, ANTON, in Prague, November 17; director of girls' school; organizer of culture societies.

SEEHAUS, KARL, of Stettin, May 9; expert in botany.

SIMEONI, Cardinal, January 14; formerly secretary of state and prefect-general of the Propaganda.

SLUKE, WENZEL, in Reichenberg, Bohemia, August 22; prominent member and officer of Austrian teachers' union; author of song books.

SPURGEON, Rev. CHARLES HADDON, at Mentone, aged 58; an English Baptist preacher of world-wide renown; pastor of the Tabernacle, London; an author, and the organizer and friend of many aids to the poor.

STÖBER, ADOLF, in Mulhausen, November 8; first pastor, then president, of the "Reformed Consistory;" school councilor; a most fertile writer.

STRAUSEBACH, D., abbot, April 4; vice-president of the Consistory at Brunswick; a fatherly friend of the teachers.

SUMPF, Dr. KARL, in Germany, August 24; principal of agricultural school in Hildesheim; author of text-books on physics and natural history.

TENNYSON, Lord ALFRED, D. C. L., F. R. S., poet laureate, at Aldworth, Surrey, England, October 6, aged 83; was born in Lincolnshire; educated for a profession, but devoted himself to the life of a poet; his first poem of note, Timbuctoo, won the Chancellor's prize at Cambridge; for half a century he has occupied the top round of literary fame; his best-known poems are In Memoriam, Locksley Hall, Idylls of the King, Maud, The Princess, Enoch Arden; in December, 1883, he was created a baron.

TEWFIK PASHA, Khédive of Egypt, January 7.

THALMANN, FRANZ, in Entlebuch, April 23, aged 95; was reputed the oldest Swiss teacher.

TIERSCH, OTTO; November 1; a teacher in Berlin; 1876–1890, president of National German Teachers' Union, which under his leadership developed to a membership of 60,000; in the annual conventions at Cassel, Görlitz, Hannover, Frankfort on the Main, and Berlin, was presiding officer; was also well known as a musical author.

TÖPLER, FERD., in Berlin, December 30; teacher of deaf mutes; formerly editor of an educational journal in Silesia.

VASSALLO, CARLO, of the Liceo-Ginnasio at Asti; died in Italy, July; was noted for his erudition.

VERARI, Don SATURNO, in Chile; graduated as teacher in 1887; was a teacher at the time of his death.

WEYMANN, Pastor, in Eberwalde, Germany, November 14; the first to remodel school according to the ideal of the strictest religious orthodoxy.

WILSON, Sir DANIEL, in Toronto, Canada, aged 76; was born in Edinburgh; was elder brother of George Wilson, the eminent physicist; 1853 was appointed professor of history and English literature in Toronto University; 1881 became its president; 1855 was elected president of the literature section, Royal Society, Canada; received the honor of knighthood three months later; published Memorials of Edinburgh in the Olden Time, and his greatest work, illustrated by himself, The Archeology and Prehistoric Annals of Scotland.

WIESPRICHT, Mrs., in Germany, May 29; principal of school; daughter of Diesterweg.

WOLF, CANTOR, at Stettin, August 22; formerly teacher in normal school at Pyritz.

WOHL, Rector, in Breslau, May 11; president of the provincial teachers' association of Silesia.

ZANDER, C., February 19; teacher at Quedlinburg; for ten years president of Pestalozzi society of Saxony.

AMERICAN, 1893.

ALLEN, WILLIAM H. H., born in Winhall, Vt., December 10, 1829; died in New York City April 26; graduated at Dartmouth College, 1855; admitted to the bar in New Hampshire in 1858; having taught in New Hampshire, Massachusetts, and Ohio. In 1858 he became clerk of the county court, and then, till December, 1865, was paymaster in the Union Army; 1867 to 1874 was judge of probate; 1867 to 1876, register of bankruptcy; 1876, till near his death, associate justice of the supreme court of New Hampshire.

AMES, F. L., born in Easton, Mass., June 8, 1835; died September 13. Was son of Oliver and Sarah Lothrop Ames, and cousin of Governor Oliver Ames; fitted for college at Exeter Academy, graduated at Harvard, 1854, and entered upon business; inherited and accumulated great wealth; gave to Harvard and institutions in Easton; and it is reported that at his death the legal papers awaited his signature giving $500,000 to Harvard.

ARMSTRONG, D. H., born in Nova Scotia, April 21, 1812; died in St. Louis, Mo., March 18. He studied at Readfield Academy, Maine, and taught eighteen years—it is claimed, teaching the first public school under the public school law of Missouri; was comptroller of St. Louis, 1848 to 1849; appointed postmaster 1854, and filled vacancy in United States Senate from October, 1877, to March 3, 1879.

ARMSTRONG, Gen. SAMUEL CHAPMAN, LL. D., born in Wailuku, Maui, Hawaii, June 30, 1839; died in Hampton, Va., May 11. He was son of Richard Armstrong, one of the early American missionaries to Hawaii, who became chief public school officer of the Kingdom. He was educated in local schools and Oahu College, Honolulu, till 1860, when, his father dying, he entered Williams College, and graduated 1862, under President Mark Hopkins. His observation and experience in Hawaii taught him in the conditions of the elevation of a degraded race and gave him special advantage in his labors for the negro and the Indian. On graduation he entered the Union Army as captain in the One hundred and twenty-fifth New York Infantry, was captured at Harpers Ferry and held three months. He became interested in the negro, and was commissioned colonel of a colored regiment and brigadier by brevet, and entered the service of the Freedmen's Bureau, having charge of ten counties in southeast Virginia, headquarters at Hampton, before he was mustered out. In this service his ideas of educating the ex-slaves began to take shape, and his efforts to center on the development of the work of education at Hampton with the aid of the American Missionary Association and the Freedmen's Bureau, into the Hampton Normal and Agricultural Institute. This came to absorb all his energies and to be his great life work, and by overtaxing his energies, was the cause of shortening his useful life. He secured the share of the income which would go to the colored people of Virginia from the national grant to agricultural colleges, amounting annually to $10,000, and by constant speaking and writing, and bringing of his pupils before the public, he secured the further aid needed from benevolent persons. This annually amounted to $60,000 or more for successive years. The wisdom of his efforts gathered around him the best assistance. The work commanded the widest sympathy. Reasonable people in the South were

ARMSTRONG, Gen. SAMUEL CHAPMAN, LL. D.—Continued.
won to it by degrees. He was early urged by the United States Commissioner of Education to secure productive endowment funds for his great plans, but he seemed more disposed to devote his efforts to current work, and at his death the annual yield from endowments was only about $10,000; but the buildings, well adapted to their purpose, number 60, and these, together with the grounds, were valued at $400,000, and the attandence reached 650 boarding students, of whom 136 were Indians. Of the number enrolled from the beginning, 720 had graduated. He took great pains to keep the school in touch with those who had been once in attandance, and thus continued its influence upon their lives in a special degree. When the Indian murderers imprisoned at St. Augustine, Fla., under Capt. R. H. Pratt, then lieutenant, were about to be returned to their people, and a portion of them asked to be allowed to stay longer and to go to school and to learn to be more like white men—what school would receive them? Hampton alone answered, and afterwards the instruction of Indians at the expense of the United States Government became a successful feature of the general's work. In all General Armstrong's labors the moral and spiritual were kept uppermost; the chief aim was the formation of character, and in the selection of methods, the actual condition of people was most carefully consulted.

AUCHMUTY, Col. RICHARD TYLDEN, born in New York City, 1831; died in Lenox, Mass., July 18; received a college education, devoted himself to architecture; served in the Union Army in the field and in the War Department. He and his wife became deeply devoted to the development of Lenox as a model resort. After wide observation and careful consideration, and consulting with the United States Commissioner of Education, he established, in cooperation with his wife, on a unique plan, his trade schools at First avenue and Sixty-seventh street, New York City. He sought to abbreviate the time of learning a trade by combining instruction in theory with practice. Plumbing, plastering, carpentry, blacksmithing, tailoring, painting, and the like are now taught. The schools are very successful. The colonel and his wife gave largely of their means; at one time $160,000, and J. Pierpont Morgan added $500,000.

AZARIAS, Brother, member of the Order of Brothers of Christian Schools, born in Ireland; died at Plattsburg, N. Y., where he had been lecturing before the summer school, August 20, aged 45. P. T. Mullaney was his name before taking orders. He held with marked success and approval various teaching posts under the Christian Brothers, and was a writer of special merit.

BALDWIN, Prof. CYRUS, born in Antrim, N. H., May 14, 1811; died in Hill, N. H., May 30; graduated at Dartmouth, 1839; one year in Andover Theological Seminary; taught Thetford (Vt.) Academy, then in Kimball Union Academy, Meriden, N. H., from 1840–1855; Palmyra, N. Y., 1855–1857, then at Meriden again, 1869 to 1871. He published a Manual of Etymology and Syntax. He had a passion for accuracy. His greatest service was rendered as the assistant of Cyrus S. Richards, LL. D., who was thirty-five years principal of Kimball Union Academy.

BARDWELL, Rev. JOSEPH, D. D., born in Hertford County, N. C.; died near Starkville, Miss., September 28; graduated at New Jersey College and from Princeton Seminary, and preached in South Carolina, Mississippi, and Tennessee, and was chaplain in the Confederate army, and superintendent of public instruction from 1876 to 1879.

BARTLETT, Col. WILLIAM H. C., LL. D., born in Lancaster, Pa., September, 1804; died in Yonkers, N. Y., February 11; graduated at West Point, one of the few who never received a demerit; became professor there, and remained until 1871, when he was retired with the rank of colonel. His text-books were extensively used. He made a report of his trip abroad, which had influence in shaping the Observatory at Washington.

BILLINGS, E. C., born in Hatfield, Mass., December, 1829; died in New Haven, Conn., December 1; graduated at Yale, 1853; Harvard law school, 1855; became United States district judge, eastern district Louisiana, 1876 and gave $70,000 to found Emily Sanford Professorship of English Literature in Yale University.

BLAINE, JAMES GILLESPIE, LL. D., born on Indian Hill farm, Washington County, Pa., January 30, 1830; died in Washington, D. C., January 27; was a precocious child, and as a member of his uncle Ewing's family attended school in Lancaster, Ohio; graduated at Washington College at 17, leading his class; taught in the Western Military Institute, Blue Lick, Ky.; returned to Pennsylvania and studied law, writing for the press and teaching. He was two years teacher of the blind in Philadelphia. In 1853, with his wife, he settled in her native town, Augusta, Me., having bought an interest in the Kennebec Journal, and was its editor for four years. He became a leader of the Republican party in the State,

BLAINE, JAMES GILLESPIE, LL. D.—Continued.
and member of the legislature, and also editor of the Portland Advertiser. He devoted time and effort to the reform of penal and reformatory institutions. He entered Congress in 1862, and was reelected until 1876; was Speaker 1869–1872. In 1867 he visited Europe. In 1876 he was candidate for nomination for President before the Republican convention at Cincinnati. On the resignation of his seat in the Senate by Lot M. Morrill, Mr. Blaine became his successor and was elected to a full term. In 1880 Mr. Blaine was again a candidate for nomination for the Presidency, was defeated and became Secretary of State under President Garfield. In 1884 he was the Republican nominee for the Presidency and was defeated by Mr. Cleveland. He now devoted himself to his great work, Twenty Years of Congress, and in 1889 became Secretary of State under President Harrison, and resigned suddenly just before the Presidential convention assembled.

BLANKINSHIP, JAMES ALEXANDER, born in Virginia, 1855; died in New York July 1; sculptor and professor of sculpture in the New York Institute of Arts and Artisans. "Patriotism," "Tradition," and "Theology" at the Columbian Exposition were by him.

BLATCHFORD, JOSEPH, LL. D., born in New York City March 9, 1820; died in Newport, R. I., July 7; graduated at Columbia College, 1837; eminent as a lawyer; published reports; became United States district judge in 1867; in 1882, justice of the United States Supreme Court; and was in many ways a promoter of education, and for years trustee of Columbia College.

BLISS, Rev. GEORGE R., D. D., died at Crozer Seminary March 27, in his seventy-seventh year, where he had been professor since 1874.

BOND, HUGH LENOX, born in Baltimore December 16, 1828; died there October 24, 1893; was editor Christian Advocate; studied law; judge of criminal court, 1860 to 1868, and United States district court from 1869 ——; a devoted friend of the education of both blacks and whites, and an efficient helper during his public life, frequently consulting with the United States Commissioner of Education.

BROCKETT, LINUS PIERPONT, M. D., born in Canton, Conn., October 16, 1820; died in Brooklyn, N. Y., June 13; graduated at Brown University, and at Yale medical school; practiced a few years; was lecturer at Georgetown College, Ky.; devoted himself to literature; was a prolific writer; author of numerous works, among them, History of Education and a report for the Bureau of Education.

BROOKS, Rev. PHILLIPS, D. D., bishop, born in Boston, Mass., December 13, 1835; died there January 23; graduated at the public Latin school, 1851, and at Harvard College, 1855; taught in Boston Latin school; studied theology at Alexandria, Va.; became eminent as a large-hearted, spiritual preacher and noted as pastor of Trinity Church, Boston; was overseer of Harvard College, 1870–1882, and 1883–1889. In 1886, on the appointment of a body of preachers to the university, he was one of the first elected. He was a favorite speaker on great occasions.

BURGHEIM, RUD, died in Cincinnati August 12; established a publishing firm and promoted German education on American soil.

BURRINGTON, Rev. HENRY HUDSON, born in Washington County, N. Y., and taught at Waverly; graduated at Brown University, 1853; studied theology at Rochester; and was county superintendent of public schools for six years.

BUTLER, Rev. DANIEL, born in Hartford, Conn., June 23, 1828; died February 4, Waverly, Mass.; graduated at Yale, 1835, and Andover, 1838; pastor at Dorchester, and then in 1842 became secretary of the Massachusetts Bible Society, and in this service spent the remainder of his life. His great work was promoting the circulation of the Holy Scriptures and instruction therein.

CAMP, HIRAM, born in Plymouth, Mass., April 9, 1813; died in New Haven, Conn., July 9, nephew of Chauncey Jerome, an early clock maker of New England. Mr. Camp out of his fortune supported missionaries and teachers; founded Mount Herman boys' school at Gill, Mass., and cooperated with Mr. D. L. Moody also in establishing the Northfield Seminary for Young Ladies.

CAMPBELL, DOUGLAS, born in Cherry Valley, N. Y.; died in Schenectady, N. Y., March 7; graduated at Union College, 1867, and in law at Harvard; became major in United States Colored Infantry; wrote The Puritan in England, Holland, and America, which led many to give greater credit to Holland for American ideas of education.

CANONGE, PLACIDE, died at New Orleans, June 22; one of the oldest newspaper men in New Orleans; was superintendent of schools and professor of French in the University of Louisiana.

CAPRON, GEORGE, born in Millville, Mass.; died at Newton Center, March 28, aged 69 years; graduated at Brown University, 1847; was teacher in the high school at Providence, R. I., and Worcester, Mass.

CAESARIUS, PAULIVER, died April 7; well-known professor of civil engineering in De La Salle Institute, New York City. His family name was John Mark Hamilton.

COLTON, JOSEPH HUTCHINS, born in Springfield, Mass., July 15, 1800; died in Brooklyn, N. Y., July 19; noted among students of geography as maker and publisher of maps and geographies.

CONVERSE, EMMA N., born in Salem, Mass., 1820; died in Whitefield, N. H., September 6; well-known as teacher and writer of scientific subjects.

CULLEN, Dr. J. S. D., died at Richmond, Va., March 22, aged 60; dean of the faculty of the Medical College of Virginia.

CUTLER, UNICE POWERS, born in Warren, Mass., October 16, 1819; died there May 10; was preceptress of Quaboag Seminary; became wife of Calvin Cutler, M. D., and lectured on laws of health, 1848–1857, and aided her husband in his works on anatomy and physiology. She did much to overcome the opposition to the introduction of these subjects in the common schools.

DALES, Rev. J. B., D. D., born in New York, 1813; died in Chautauqua, N. Y., August 28; graduated at Union College; preached in Philadelphia; was editor of the Christian Instructor; professor in Newburg Theological Seminary from 1867 to 1876; received the degree of D. D. from Franklin College, and was prominent in his church councils.

DEADY, MATHEW F., born in Maryland May 12, 1824; died in Portland, Oreg., March 24; in early life had various fortune on the farm and in the blacksmith shop, and as student and teacher; became a lawyer; went to Oregon in 1849; was prominent in the organization of the Territory and the State, and cooperated with Dr. George H. Atkinson in his efforts for education; was United States judge from 1859; codified the laws of Oregon.

DEEMS, Rev. CHARLES FORCE, D. D., LL. D., born in Baltimore December 4, 1820; died in New York City November 18; graduate of Dickinson College, 1839; became an itinerant Methodist preacher, 1842; became professor of logic and rhetoric, University of North Carolina, 1845; resigned to take the chair of chemistry in Randolph-Macon College, 1850–1855; president Greensboro Female College, and until his death was pastor of the Church of the Strangers, New York City; was founder, president, and active in Institute of Christian Philosophy.

DOOLITTLE, Rev. THEODORE SANFORD, D. D., LL. D., born in Ovid, N. Y., November 30, 1836; died in New Brunswick, N. J., April 18; graduated at Rutgers College, 1859, and New Brunswick Seminary, 1862; was a minister two years; became professor of rhetoric, logic, and metaphysics in Rutgers College in 1864, and so remained until his death; was the author of several works and the history of Rutgers College, published by the Bureau of Education.

DREXEL, ANTHONY JOSEPH, born in Philadelphia, 1826; died in Carlsbad, Bohemia, June 30; inherited and accumulated great wealth as a member of the firm of Drexel & Co., Philadelphia; he gave of his means carefully and in many directions; he founded the Drexel Institute of Art, Science, and Industry, giving it in land and buildings $500,000 and an endowment of $1,000,000. Both sexes are admitted. Its title indicates its aim and methods of training. It was dedicated December 17, 1891, and has before it great possibilities. He gave another million in trust to found a museum and gallery of art in connection with the institute, and to promote the establishment of hospitals. The home for aged printers established at Colorado Springs received his aid.

DUDLEY, Rev. RICHARD M., D. D., died at Georgetown, Ky., January 5, aged 54; president of Georgetown College since 1880.

DU PONT, A. V., born in Wilmington, Del., 1833; died in Louisville, Ky., May 16; was interested in street railroads and the manufacture of paper. He deeded to the city of Louisville a manual training school costing $75,000.

DWIGHT, JOHN S., born in Boston May 13, 1813; died there September 5; graduated at Harvard, 183?; studied divinity, and was Unitarian pastor for two years; one of the founders of Brook Farm; afterwards devoted himself to the advancement of musical interest, seeking to cultivate a taste for music; established low-price concerts, Harvard Musical Association; edited Dwight's Journal of Music nearly thirty years.

EELS, Rev. CUSHING, D. D., noted as friend of education in Washington as a principal promoter of the foundation of Whitman College.

EICHBERG, JULIUS, born in Germany June 13, 1834; died in Boston, Mass., January 19; professor of violin in Geneva for eleven years, and of music in Boston, Mass., and later supervisor of music in the schools of the city.

EVANS, F. WILLIAM, born in England; died in Lebanon, N. Y., March 6; came to the United States in 1820, became a Shaker, and was one of the chief teachers and expounders of their doctrines.

FARMER, M. GERRISH, born in Boscawen, N. H., February 9, 1820; died in Chicago, Ill., May 25; graduated at Dartmouth; taught in Maine and New Hampshire; lectured; inventor of electrical appliances, and did much to advance a knowledge of electricity.

FIELD, BENJAMIN H., born May 2, 1844, in New York; died in New York City, March 17; a man of means, and active in founding the Home for Incurables, the Circulating Library, the American Museum of Natural History, and was also active in the eye and ear infirmatory of Roosevelt Hospital, and the Historical and other societies.

FISHER, GUSTAVUS, born in Germany in 1815; died in New Brunswick, N. J., September 16; had a university education; was elected to Parliament; came to America in 1850; professor of modern languages, Rutgers College, 1858–1869.

FISH, HAMILTON, LL. D., born in New York City August 3, 1808; died at Garrison's Landing September 7; graduated at Columbia, 1827; admitted to the bar, 1830; was Member of Congress, governor of New York, and United States Senator; Secretary of State under General Grant; was president of New York Historical Society, of the Society of the Cincinnati, and of the trustees of Columbia College, and gave to it $50,000, and to the St. Luke's Hospital $5,000, and $2,000 to the Bellevue Training School for Nurses, and was from the first a member of the Peabody educational fund trustees.

FISHER, CHARLES HARRIS, M. D., born in Killington, Conn., June 30, 1822; died in Buffalo, N. Y., October 20; graduated in medicine at Dartmouth; settled in Rhode Island; was school superintendent, State senator, president Medical Society, and member of the State board of education.

FLETCHER, JAMES, born in Acton, Mass.; died there March 28, aged 69; graduated at Dartmouth, 1843; taught at Acton; was principal of high school, Danvers, Mass., 1866–1871; Lawrence Academy, Groton, Mass., 1871–1878; Burr and Burton Seminary, Manchester, Vt., 1878–1881; then the high school, Lowell, Mass.; superintendent of Acton schools, 1887–1892.

FRANCIS, JOSEPH, born in Boston, Mass., March 12, 1801; died in Cooperstown, N. Y., May 10; made great improvements in boat building and life-saving service, and for it received a medal from Congress and was given a reception on the floor of the Senate.

GANNET, Dr. GEORGE, died in Boston in June; was one of the early promoters of the higher education of women, before Smith or Wellesley were founded.

GARDNER, CLARENCE, born in New London, N. H., December 12, 1858; died there June 8; graduated from Brown in 1883; studied theology at Newton; taught in college, Burlington, Iowa; and was professor of Greek and Hebrew in Central University.

GARRETT, EMMA, born in 1848; died in Chicago, Ill., July 18; exhausted by her overtaxing labors, in a moment of insanity, threw herself from the window of a hotel. She had struggled for fifteen years to establish the system of teaching language to deaf and dumb infants, by articulation and lip reading, at the same age as those hearing are accustomed to acquire language. She had the approval of A. Graham Bell and the United States Commissioner of Education, and had such success that the State of Pennsylvania had appropriated money for the support of her work, and she was in Chicago with the children of her school to illustrate her system in the Children's Building for the benefit of the visitors to the Exhibition. Her pupils were taken charge of by her sister and associate and the work was fully exhibited, and received the hearty approval of experts from all parts of the world.

GIBBONS, ABBEY HOPPER, born in Philadelphia December 7, 1801; died in New York City January 10. Her father was a noted abolitionist, and had her sympathy and cooperation. She was active in establishing the New York Reformatory for Girls, the I. T. Hopper Home, and the Infant Asylum, the Women's Prison Association, and the Diet Kitchen, and in securing matrons for police stations.

GILES, Rev. CHAUNCEY, born in Massachusetts in 1813; died in Philadelphia November 6; educated at Williams; taught in Massachusetts and Ohio, and in 1853 became president of Urbana University; was pastor and editor, also presided over the general convention of the New Jerusalem Church till his death.

GOODWIN, Mrs. H. B., born in May, 1827; died in Boston, Mass., June 1; wrote several books as "H. L. B."; taught in Bangor, and was principal of female seminary in Charlestown, Mass.; friend of Wellesley College.

GOODWIN, Rev. HENRY M., D. D., born in Hartford, Conn.; died in Williamstown, Mass., March 3, in his seventy-third year; graduated at Yale in 1840; studied theology in Union and at Yale; was professor in Olivet College for twelve years.

GROVER, THOMAS WILLIAM, born in Nashua, N. H.; died in Chicago, November 17, aged 47; graduated at Yale; received the degree of LL. D. from Columbia, and was admitted to the New York bar; in 1887 became teacher in Chicago, and so remained until his death.

HAGEN, Prof. HERMAN, M. D., Ph. D., born in Prussia May 30, 1817; educated at the gymnasium and in medicine, and practiced for twenty years; came to America, and was associated in the Agassiz Museum; in 1870 became professor at Harvard. His publications include some 400 titles, mostly relating to entomology.

HASTING, S. C., born in Watertown, N. Y., 1814; died February 18; settled in Burlington, Iowa; active in the organization of the State; Member of Congress in 1848; chief justice of Iowa; removed to California, and was founder of the Hasting College of Law.

HOFFMAN, Dr. PAUL, died December 2; was assistant superintendent of public schools New York City; run down by a cable car, pneumonia set in, became fatal.

HAY, Rev. CHARLES A., D. D., born in York, Pa., February 11, 1821; died in Gettysburg June 26; graduated at Gettysburg College; studied abroad and became professor in a theological seminary at Gettysburg in 1845; was pastor from 1848 to 1865, and again professor in the seminary until his death.

HAYES, Ex-President RUTHERFORD BIRCHARD, LL. D., born in Delaware, Ohio, October 4, 1822, died in Fremont, Ohio, January 17; graduated at Kenyon College, 1842, and was valedictorian; studied law in Columbus and Harvard law school; became prominent as a lawyer; spent some time in Texas for his health; in 1859 became city solicitor for Cincinnati; was an ardent supporter of Lincoln's election; became major of the Twenty-third Ohio Infantry, and by several promotions, brigadier-general, having distinguished himself in the field, and was breveted major-general. He was elected to Congress, and took his seat in 1865; he was reelected in 1866; in 1867 he was elected governor of Ohio, and reelected in 1869; in 1872 he was defeated for Congress in Cincinnati district; in 1873 Fremont became his home; in 1875 he reluctantly accepted a third nomination for the governorship and was elected; in 1876 he was nominated for President of the United States and elected. In all his public life he was an ardent friend of education, and as President specially aided the Bureau of Education; he was active in improving the Indian Service; he was a member of the Peabody board of education and of the Slater board, and after retiring from the Presidency his time was devoted to education, temperance, and many measures promotive of the public welfare.

HODGSON, Rev. TELFAIR, D. D., LL. D., born in Columbia, Va.; died in Sewanee, Tenn., September 11; graduated at College of New Jersey; chaplain Confederate Army; professor University of Alabama, 1871 to 1873; vice-chancellor University of the South 1878–1890; founded the Sewanee Review; gave the Hodgson Library to the university.

HOLLY, SALLIE, born in Lyons, N. Y., 1817; died in New York City January 12; graduated at Oberlin, 1839; taught, and, in connection with Miss Putnam, lectured against slavery; established a school for colored children at Lottsburg, Va.; the house was burned; she bought land and rebuilt, and taught until near her death.

HOLMAN, WILLIAM A., born at York, Me.; died in Denver, Colo., May 24; taught in Glens Falls, N. Y., and Pittsburg, Pa.

HORSFORD, Prof. EBEN NORTON, born in Muscow, N. Y., July 27, 1818; died in Cambridge, Mass., January 1; graduated at Rensselaer Polytechnic Institute, 1838; professor of mathematics and natural science in Albany Female Academy, 1840–1844; spent two years studying chemistry in Germany, and on his return became Rumford professor in Harvard College. Soon after his plan was adopted by Abbott

HORSFORD, Prof. EBEN NORTON—Continued.
Lawrence for the establishment of the large scientific school. After sixteen years' service as professor, having taken out many patents, he became a manufacturing chemist, occupying his leisure in geographical and archæological studies and useful experiments; believed he had discovered the site and walls of Norymbega on Charles River at Watertown, Mass.; was president of the board of trustees of Wellesley College, devoted to its welfare and generously aided its different departments; was commissioner to World's Fair at Vienna, and the Centennial at Philadelphia.

HORSFORD, Prof. ORAMEL, born in Thetford, Vt., 1820; died in Olivet, Mich., December 9; graduated at Oberlin College, and Theological Seminary; went to Michigan with Father Shepard, founder of Olivet College, and taught the first class in the college; was one of the founders of the Republican party at Jackson in 1854; and was State superintendent of public instruction, 1864 to 1872, when he returned to Olivet as professor. Rate bills were abolished during his supervision of the State schools.

HOW, Prof. LYMAN BARTLETT, M. D., born in Hanover, N. H., September 15; graduated at Dartmouth, 1855, and medical department, 1863, professor of anatomy there twenty-five years.

HOWARD, Rev. O. R., D. D., born in Franklin, N. Y.; died at Bath, N. Y., March 2; graduated at Yale; taught in Milford, Del., and was principal of Fairfield Academy, New York, 1842 to 1845.

HOWE, GEORGE E., born in Albany, N. Y., May 31, 1825; died in Meriden, Conn., November 23; after long experience in reformatory work became superintendent of the Connecticut Reform School for Boys in 1878, and established the cottage system in that institution.

HUMPHREYS, E. P., LL. D., born in England March 1, 1820; died in Boston, Mass., March 20; graduated at Cambridge University and studied medicine; in 1844 was made director of education of Prince Edward Island; in 1848 became headmaster of an academy near Edinburgh, Scotland; 1852 to 1855 headmaster of ancient languages in a school at Cheltenham; then was president of the College of Preceptors, London; resigning both of these positions he came to America, and devoted himself to the preparation of young men for college and writing on educational subjects.

JENKINS, Admiral THORNTON A., born in Orange, Va., December 11, 1811; died in Washington, D. C., August 9; appointed midshipman, 1828; became admiral, 1870; and was retired, 1873. He saw varied service, both in peace and war. In peace he was connected with the great work of establishing light-houses, and the London Times said that he "may be regarded as the chief organizer." Was chief of staff of Farragut in his operations at New Orleans and Mobile. He represented the Navy Department at the Philadelphia Exhibition in 1876.

JESSUP, Miss EMILY, born in Wilson, Conn.; died in Oxford, Ohio, September 26; graduated from Mount Holyoke, 1847; teacher there, 1847 to 1855; associate principal, 1855 to 1862; instructor in history and philosophy in Western Female Seminary, 1862 to 1890, and emeritus from that year to her death. She was an invalid, crippled with rheumatism, for thirty years, but her faith and good cheer never failed her.

JOACHINSEN, Mrs. PRISCILLA J., born in England, 1825; died in New York City July 24; brought to America in infancy. She cooperated with her husband in founding the Hebrew Shelter Guardian Society and its asylum, the Jewish Lying-in Asylum, Home for Aged Hebrews, and the Deborah Nursery.

JOHNSON, Dr. JOSEPH H., died May 5, Talladega, Ala.; superintendent of the Alabama Institute for the Deaf for thirty years.

JOHNSTON, JOHN D., born in New York City April 8, 1820; died there March 24. His father was active in the founding of the University of the City of New York, and he graduated there in 1839; practiced law and became interested in what is now the Central Railroad of New Jersey, and was its president, 1848 to 1877. He was deeply interested in art, and opened his gallery to the public every week; was the organizer of the Museum of Art, and its president until 1889, and bequeathed it $10,000, and the same sum to the university, of whose board he was a member. He was also a member of the board of directors for the Presbyterian Hospital and for the Women's Hospital.

JONES, Rev. BENJAMIN T., D. D., born in Maryland, 1841; died at Lincoln University January 26, where he was professor many years; educated at Princeton, and was pastor several years in Pennsylvania and Maryland.

KAHRMANN, F. S., born in Germany; a devoted teacher; died in September, in Iowa, 82 years old.

KENDAL, FRANCIS L., born in Lenox, Mass., March 27, 1862; died November 21; graduated at Williams, 1882; professor of modern languages at Doane College, Nebraska, and in 1887 was called to the same duties at Williams.

KERLIN, Dr. ISAAC N., born in Bordentown, N. J.; died in Elwin, Pa., October 20, aged 59; for years was devoted to the education of the feeble minded; first was assistant, and in 1864 became superintendent, and was one of the most useful in the education of this unfortunate class in the United States.

KING, Mrs. MARY B. ALLEN, born at Woodstock, Vt.; died in Rochester, N. Y., April 3, aged 94; taught in Lima, 1826 to 1828; Monroe Academy, 1828 to 1830; 1830 to 1837, in the Rochester Free Academy or high school; going South for her health, she taught Dr. Mark's school in South Carolina; also in Augusta, Ga.; returning North, she taught for a time in Syracuse, and then for twenty years the Allen Seminary for Young Ladies in Rochester.

LADD, WILLIAM SARGENT, born in Holland, Vt., October 10, 1826; died in Portland, Oreg., June 6; settled in Portland in 1851, and engaged in business until 1859, when he became partner in the banking house of Ladd & Tilden; was promoter of many enterprises; built the first brick building in Portland; became owner of great property; for many years was a generous giver; gave a tenth to religious and educational purposes, and bequeathed $400,000 to education.

LAMAR, LUCIUS QUINTUS CINCINNATUS, born in Putman County, Ga., September 17, 1825; died in Vineville, Ga., January 23; graduated at Emory College, 1845; was admitted to the bar and removed to Oxford, Miss., in 1847; soon after became professor in the university there, and writer for the Southern Review. He returned to Georgia and was for two years a member of the legislature, but again removed to Mississippi, and was elected to Congress, 1857–1859; defended slavery and State Rights, and in 1860 resigned to become a member of the secession convention of Mississippi; in 1863 and 1864 represented the Confederacy in Europe, but failed to secure its recognition; in 1866 was professor of political economy and social science in the University of Mississippi; in 1872 was Member of Congress and reelected; delivered eulogy on Senator Sumner, 1874; in 1877 elected United States Senator; he opposed the debasement of the currency in spite of local sentiment, and was reelected to the United States Senate in 1882; in 1885 he was appointed by President Cleveland Secretary of the Interior, in which position he showed a wise appreciation of education, desired that the Commissioner of Education should remain undisturbed by partisan influences, and approved the designation by Commissioner Eaton of Dr. Sheldon Jackson as general agent of education in Alaska, and aided especially Commissioner Dawson in his giving his particular attention to college and university instruction and history. In 1888 he became Associate Justice of the Supreme Court of the United States, by appointment of President Cleveland.

LAMB, Mrs. MARTHA JOANE READE NASH, born in Plainfield, Mass., August 13, 1829; died in New York City January 2; in 1852 married Charles J. Lamb; resided for a time in Ohio, also in Chicago, where she aided in establishing the Home for the Friendless, and was secretary of the Sanitary Commission in 1886; located in New York City in 1883; became editor of the Magazine of American History; she was a prolific writer, wrote eight books for children, but chiefly history.

LAMBERTON, ROBERT ALEXANDER, LL. D., died at South Bethlehem, Pa., September 1, aged 69; graduated at Dickinson College, 1843; admitted to the bar in 1846; served in the war; was a member of the constitutional convention in 1873, and became president of Lehigh University in 1880.

LARCUM, LUCY, born in Waverly, Mass., 1826; died in Boston, Mass., April 17; worked in cotton mill in Lowell, attended school, and wrote for The Offering, conducted by "mill" girls; her writings won the friendship of Whittier; studied and taught in Monticello Academy, Illinois; taught six years in Wheaton Seminary, Massachusetts, and then was editor of The Young Folks until 1874.

LELLMAN, Prof. EUGENE, born in New York City, 1856; died at Giessen, Germany, where he was professor of chemistry, having become prominent as chemist in Germany, where he went to study.

LEONARD, Rev. JULIUS Y., born in New York June 12, 1827; died at Clifton, N. Y., October 29; graduated at Yale, 1851; taught in Cromwell Academy; studied theology at Yale and Andover; attended medical lectures, and was a missionary in Turkey, teaching and preaching twenty-three years.

LINDSLEY, H. W., born in New Haven, Conn., and died there December 29, in his forty-first year; graduated at the Yale Sheffield Scientific School; studied abroad, and became instructor in architecture in the Yale School of Fine Arts.

LITTELL, HENRY AUGUSTUS, born in Boston; died in Derry, N. H., January 19, aged 64 years; taught in the normal school at Lancaster, Mass., in the high school at Marblehead and at Reading, and at the Highland Military Academy at Worcester, but for a considerable number of years was instructor in elocution in New York City.

LISCOMB, Prof. W. S., born in Providence, R. I., March 19, 1848; died in Chichester, N. H., September 5; graduated at Brown, 1872; taught in the English and classical school for ten years, also in the Providence high school and in Brown University; then he became professor in a university in Japan. He was a ready writer of marked merit.

LOGAN, Dr. SAMUEL, born in Charleston, S. C., April 12, 1831; died in New Orleans January 12; studied at the State University, Columbia, S. C.; graduated from the South Carolina Medical College; was immediately appointed demonstrator of anatomy, and soon lecturer on surgery, and continued instructor in the medical college until he entered the Confederate service; in 1865 he returned to his former duties, and in the following summer became professor of anatomy in the medical college of anatomy at Richmond, when he was called to the chair of surgery in the New Orleans School of Medicine, and in 1869 became dean of the faculty, and in 1872 was elected professor of anatomy and clinical surgery in the medical department of the University of Louisiana.

LOWE, A. M., born in Salem, Mass., February 7, 1811; died in Brooklyn, N. Y., January 7; prosperous merchant; held no public office; president New York Chamber of Commerce; active in the foundation of Greenwood Cemetery, and as trustee of Brooklyn Library, Packer Institute, Long Island Historical Society, hospital, and other associations for the benefit of the public. He bequeathed to the Historical Society $5,000; Unitarian Church, $10,000; St. Phœbe's Mission, $10,000; Employment Society, $15,000; Packer Institute, $20,000; New York Chamber of Commerce, $20,000.

LUPTON, N. T., born in Winchester, Va., 1831; died in Auburn, Ala., June 12; graduated at Dickinson College, and began to teach at once; became professor in Aberdeen Female College, Miss.; returned to Virginia as professor in Petersburg Female College, where he became president; he then was appointed professor of chemistry of Randolph Macon College, and occupied the same chair in the Southern University for twelve years; in 1872 he was chosen president of the University of Alabama; he was professor of chemistry in Vanderbilt University for ten years, and in 1885 accepted the same chair in the Mechanical and Agricultural College of Alabama.

MCCALL, HENRY STRONG, born in Lebanon, Conn.; graduated at Yale, 1842; taught in the Collegiate Institute, and died in his seventy-fifth year at Albany, N. Y.

MCCOY, WILLIAM D., born November 4, 1853; died in Monrovia, Liberia, May 14; parents, free colored; he was educated in Boston; taught at Sidney, Ohio, and Helena, Ark., where he was a member of the city council, city recorder, also superintendent of schools; 1879 to 1892 teacher in Indianapolis, Ind., when he became minister to Liberia.

MCDONOUGH, Dr. D. K., died January 19; teacher and one of the foremost leaders of the colored race.

MCLAUGHLIN, E. T., born in Sharon, Conn.; died in New Haven, Conn., July 24, in his thirty-fourth year; graduated at Yale, 1884; became tutor in English, and in 1890 assistant professor, and in May, 1893, professor of rhetoric and belles-lettres. He was an attractive writer.

MARWEDEL, Miss EMMA, born in Germany; died in San Francisco, Cal., November 17; devoted much time to kindergarten as teacher and writer; by aid of Bureau of Education went to California and introduced kindergarten instruction on that coast.

MASON, SAMUEL W., Ph. D., born in Cavendish, Vt., October 11, 1824; died in Chelsea, Mass., July 2; graduated at Dartmouth College, 1849; taught in Rockville, Conn.; studied law with his uncle, Lyman Mason, Boston; became submaster of the Washington School, Roxbury; also taught in the Otis and Endicott schools, and in 1885 became master of the Eliot School, which position he held until 1876, when he became supervisor, which office he held until he was obliged to resign by reason of ill health; he was for a time a member of the Chelsea common council, also alderman; united with the First Congregational Church in 1853, and for some years superintendent of the Sunday school.

MELLEN, S. S., born at Pelham, Mass., July 2, 1821; died May 30; taught in Georgia ten years; in Mississippi fifteen years; Mount Sterling, Ala., eleven years; also in Tuscaloosa and Lexington, in the same State. He was for many years superintendent of education in Choctaw and Sumter counties.

MERRIAM, Rev. FRANKLIN, born in Westminster, Mass., 1810; died in Sharon, Mass., December 10; graduated at Colby University, 1837; Newton Theological Seminary, 1840; he was trustee of Colby for twenty-five years.

MERRIAM, Prof. L. S., drowned in Cayuga Lake, New York, November 18; native of Tennessee; graduate of Vanderbilt; student of Johns Hopkins, and devoted to political economy and instructor in the same at Cornell. Wrote for the Bureau of Education Superior Instruction in Tennessee.

MORTON, L. M., Ph. D., born in Massachusetts, 1855; died in Auburndale, Mass., April 26; graduated from Institute of Technology; received the degree of Ph. D. at Gottingen; professor of industrial chemistry, Institute of Technology.

MURDOCK, JAMES EDWARD, born in Philadelphia June 25, 1810; died in Cincinnati May 19; learned his father's trade of bookbinding; became an actor in 1829: engaged in lecturing, teaching, and giving public readings. During the civil war, after the loss of his sons, gave the results of his public readings to the Sanitary Commission, and in person nursed the sick and wounded; in 1879 taught elocution in the Philadelphia School of Oratory.

NEILL, Rev. EDWARD DUFFIELD, D. D., born in Philadelphia, Pa.; died in Minnesota September 26; graduated at Amherst, 1842; studied at Andover Theological Seminary; founder of the first Presbyterian Church at St. Paul, Minn., 1849; later organized the House of Refuge; was prominent in organizing the schools of St. Paul, and in 1851 was superintendent of public instruction; in 1853 founded the Baldwin School, and later the College of St. Paul, which was closed before the war; was chancellor of the State University, and superintendent of public instruction, 1858–1861; chaplain of volunteers, 1861 to 1864, when he became one of President Lincoln's private secretaries, and continued in the Executive Mansion until 1865, when he became consul at Dublin, and resigned in two years; then established Jesus College, which became Macalester College, with Baldwin School as a preparatory department, of which he was president from 1872 to 1884, and afterwards professor until his death. He wrote and published on the history of Minnesota and Maryland in colonial times, etc.

NEWELL, MCFADDEN ALEXANDER, LL. D., born in Belfast, Ireland, September 7, 1824; died at Havre de Grace, Md., August 14; graduated at Trinity College, Dublin; was teacher in the family of the Earl of Dufferin; came to America in 1848; professor of natural sciences in Baltimore College, 1850–1854, and for a time in Lafayette College. He was influential in organizing and reorganizing the school system of Maryland, and became principal of the State normal school in 1865, and in 1868 was specially efficient in saving the essential features of the school system, and, as principal of the normal school, succeeded Dr. Van Bockellen as the superintendent of instruction for the State, and continued to discharge the duties of both offices with great efficiency until 1890. He loved the work of education, and was a teacher and administrator of mark. Few have administered a State school system so long, and none more skillfully. He was often called to lecture elsewhere before institutes, and in 1877 was president of the National Educational Association. He cooperated wisely with the Bureau of Education, and wrote for it; he was editor of the Maryland School Journal, and author of the Newell Series of Readers and of the Maryland Series with William R. Creary.

OSBORN, HENRY, born in New York May 18, 1821; died in Lawrence, Kans., July 26; taught in Windsor, Elmira, and Chester, N. Y.

PARKMAN, FRANCIS, LL. D., born in Boston, Mass., September 16, 1823; died there November 8; graduated at Harvard in 1844, and read law; traveled extensively both in Europe and the unexplored West; became eminent as a historian; was for thirteen years a fellow of the corporation of Harvard College, and overseer six years.

PATTERSON, JAMES WILLIS, LL. D., born in Henniker, N. H., July 2, 1823; died in Hanover May 4; passed his youth on a farm and as a clerk in Lowell with Mr. Aiken, who saw his promise and befriended him in his education; graduated at Dartmouth, 1848, mature in Christian character and excelling in general scholarship, but especially in oratory; taught in Woodstock Academy, Connecticut, and read the elements of law, but was induced by Mr. Beecher to turn his attention to the ministry, and began to study theology at New Haven, teaching, also, when

PATTERSON, JAMES WILLIS, LL. D.—Continued.
in 1852 he was chosen tutor at Dartmouth; was professor of mathematics, 1854–1859; professor of astronomy and meteorology, 1859 to 1865; meantime, was commissioner of schools for his county and secretary of the State board. In 1862 was member of the State house of representatives, and made a notable speech on Federal relations; was elected to Congress in 1863 and the following term, and in 1867 to the United States Senate. He had unusual advantages as he entered upon public life. Of large and well proportioned physique, good health, and industrious habits, he was capable of constant hard work, and had the voice and form which gave him effectiveness as a speaker; his mind was strong, receptive, on the alert, and well trained in accurate methods and endurance; he had read widely and reflected deeply; was pure in character and conscientious in conduct; his opinions on the current issues of the period which so tried men's souls were carefully matured and patriotic. He was placed on committees in both Houses, such as that of the Committee on the District of Columbia, and Education, and Foreign Affairs, and special committees, such as that on the death of Lincoln, and reform, for whose duties he was specially fitted. He, with Messrs. Garfield and Boutwell, secured the passage through the House of the bill establishing the Department, afterwards the Bureau of Education, and later, when $1,000 had been taken from its salary and its clerks reduced to two of the lowest grade, and there was a disposition, even among its friends, to omit its allowance from the appropriation, which would have terminated its work, Mr. Patterson never wavered in the support of the office, and was one to whom President Grant gave his opinion that as the slaves had been freed and education must perform so important a part in the new conditions, the Bureau should be further tried. He was efficient in cooperating with Hon. J. Ormand Wilson, superintendent of schools, in promoting legislation for the education of both blacks and whites in the District of Columbia, and in securing improved organization and administration, and better schoolhouses and teachers. Indeed, he was efficient in promoting all those measures of his day which led to new Washington as the pride of the country. He was active and wise in aiding the institutions for the deaf at Kendal Green, and represented Congress in the Smithsonian directory. He did well his part as worker and speaker in the passage of the constitutional amendments, in the improvement of the Civil Service, the elevation of the Consular Service, in the establishment of the Freedmen's Bureau, in the reorganization of the judicial service, and securing other departmental changes required. His speeches and reports evidence his patriotism, industry, and learning, and his power as a writer and speaker. When he was about to retire from the Senate he was made the subject of a most singular and cruel piece of injustice. In 1872 it was found that various Members of Congress held stock in the Credit Mobilier, a company organized under the laws of one of the States for the construction of the Union Pacific Railroad. Great excitement followed, and a committee of investigation was ordered in each House. The Senate committee, in the last overcrowded hours of the Senate, when Mr. Patterson's service was to terminate, offered a resolution to expel him, when there was no opportunity for examination or reply. The resolution was never either considered or adopted. In the whole affair, it was found afterwards by those who gave it the most minute and thorough investigation, there was no ground for the proposed action, which appeared, in the light of all the facts, as an effort to make Mr. Patterson a scapegoat, his entire connection with the affair being fully explained by his own statement, in accordance with the facts, thus showing the resolution to be one of the most cruel things ever attempted, as it has since been uniformly characterized by public men best informed and of most critical judgment. He visited England twice and traveled on the Continent of Europe once. He was much called for as a political speaker, and as orator on great historical or memorial occasions, and was again elected by his townsmen as member of the State legislature, and in 1885 was appointed superintendent of the schools of New Hampshire, and so remained until a few months before his death, when he was elected to a special professorship in Dartmouth College. No man ever made a greater impression on the schools of the State. As he went about lecturing and visiting schools he was called a traveling university. As a teacher, he was a great favorite with his students, and was one of the early teachers to whose awakening power Dr. W. T. Harris was fond of acknowledging his indebtedness. He died suddenly, sitting in his chair, in the weekly prayer meeting.

PATTEN, Prof. OTIS, died at Albuquerque, N. Mex., in his seventy-third year; beginning at 19, he was for over forty years devoted to the education of the blind; connected with the Kentucky schools first in 1853; with the assistance of his wife, an efficient teacher, he started the Louisville, Ky., Orphans' Home; in 1859 founded a school for the blind in Little Rock, Ark., and was for over fourteen years its principal, retiring in 1885; after the death of his wife in 1886 he engaged in philanthropic work in Little Rock.

PAYNE, Bishop, died, aged 83, at Xenia, Ohio; special promoter of Wilberforce University in his lifetime, and bequeathed to it, it is claimed, enough to endow five professorships; was the oldest African Methodist Episcopal bishop in the world, and died greatly beloved.

PEABODY, Rev. ANDREW PRESTON, D. D., LL. D., born in Beverly, Mass., March 19, 1811; graduated at Harvard, 1826; taught three years, one in his father's school in Middleton; studied at Harvard Divinity School three years, the last two teaching Hebrew in the same school, and the next year was tutor of mathematics in the college, preaching on Sunday; became pastor at Portsmouth, 1833, and remained in that position twenty-seven years, when, in 1860, he succeeded Bishop Huntington as Plummer professor of morals, etc., in Harvard University; from 1853 to 1863 he was editor of the North American Review, and wrote much on religious, educational, and historical subjects; in 1880 he resigned his professorship, but has been since emeritus and preacher to the college.

PEASE, Rev. T. C., born in Poughkeepsie, N. Y., October 14, 1853; died November 20; graduated at Harvard, 1875; taught in Springfield, 1875; Naval Academy, Annapolis, Md., 1876; was pastor, West Labanon, N. H., and Milton, Mass., and became professor of sacred rhetoric in Andover Theological Seminary, 1893.

PECK, Rev. THOMAS E., D. D., died at Hampden Sidney, October 2; became professor of church history in Union Seminary, Virginia, in 1860, and in 1883 professor of systematic theology, and so remained until his death.

PHELPS, F. M., born at Belchertown, Mass.; died at Tucson, Ariz., February 27, in his twenty-seventh year; graduated at Amherst, 1885; from 1885 to 1888 instructor in Greek in Washburn College, Kansas; 1888 to 1892 professor of Greek and lecturer there, and he was also Kansas State secretary of the American Institute of Sacred Literature, etc., 1890–91. He was lecturer at various institutes and assemblies, and in 1892 became professor of Old Testament language and literature in the Pacific Theological Seminary.

PRICE, Rev. JOSEPH C., D. D., died at Salisbury, N. C., October 25, aged 39; graduated at Lincoln University, 1879, and from the theological department in 1881; eminent Southern negro orator; his sermon in London was cabled to the New York Herald; was president of Livingston University, at Salisbury, N. C.

PILLSBURY, GILBERT, born February 23, 1813, at Hamilton, Mass.; graduated at Dartmouth, 1841; taught in Ellington, Conn., New York City, Somerville, N. J., and Blandford, Mass., and was principal of young ladies' school, Ludlow, Mass., 1852 to 1863, and senator in legislature of Massachusetts one term.

PINNEO, TIMOTHY STONE, born in Millford, Conn.; died in Norwalk, Conn., August 2, in his ninetieth year; graduated at Yale, 1824, and from the medical college in Ohio, and practiced medicine for a time in Maryland, but, returning to Ohio in 1843 became professor of mathematics and natural philosophy in Marietta College one year; for the next eighteen years resided in Cincinnati, devoted to the preparation of a series of schoolbooks—grammars, etc. It is claimed that he published some four dozen books. In 1862 he removed to Greenwich, Conn., and conducted a boys' boarding school.

PORTER, Rev. JEREMIAH, D. D., born in Hadley, Mass., December 27, 1804; died in Beloit, Wis., July 25; graduated at Williams, 1825; studied at Andover Seminary; taught two years in Monitorial high school, Troy, N. Y.; graduated at Princeton, 1831; ordained, Hadley, Mass., 1831; became home missionary on frontier; was chaplain Illinois Volunteers, 1862–1865; became chaplain in Regular Army, 1870 to 1892. He was first pastor of the First Presbyterian Church in Chicago; was active in starting schools among pioneers, freedmen, and Indians.

PRENTICE, Prof. GEORGE, D. D., born in Grafton, Mass., December 15, 1834; died in Pasadena, Cal., October 10; studied at Methodist Biblical Institute, Concord, N. H.; in 1870 elected professor of modern languages in Wesleyan University; he wrote much for the weekly press and magazines.

RICHMOND, Mrs. AUGUSTA, born in New York; died in Cleveland, Ohio, in the sixty-sixth year of her age, June 29; taught in New York, Cleveland, and Toledo, Ohio, difficult schools with the best results; a Christian character of high order; her last years were solaced with the comforts and attentions of the home of her half-brother, Luther Allen, esq., much younger than herself, on whom often in childhood she had bestowed the most faithful care in his earliest years.

RICHARDSON, JAMES, born in Hopkinton, N. H., July 14, 1817; died March 1 in St. Louis, Mo., where he had gained property, and been an active promoter of education, especially in connection with library organization and administration.

RIHELDAFFER, Rev. J. G., D. D., died January 18 at Redwood Falls, Minn.; for nearly twenty years he was superintendent of the Minnesota State Reform School.

RUSK, Gen. JEREMIAH M., born in Morgan County, Ohio, June 17, 1830; died in Viroqua, Wis., November 21; was farmer, stage driver, hotel keeper, and sheriff, and became member of the Wisconsin legislature; in 1861 raised the Twenty-fifth Wisconsin Volunteer Infantry, and became major, lieutenant-colonel, colonel by brevet, and general by brevet; was twice elected bank comptroller of his State, three times to Congress, three times governor of Wisconsin, and served as Secretary of Agriculture under President Harrison. Without a college education himself, he was a hearty promoter of education in his State, and in Congress aided the Bureau of Education.

SCHAFF, Rev. PHILIP, D. D., LL. D., born January 1, 1819, in Switzerland; died in New York City October 20; began classical studies in his native town, and completed them at the gymnasium of Stuttgart; studied theology at Tubingen, Halle, and Berlin; in 1841 he traveled as private tutor of a Prussian nobleman in Italy and other countries; in 1842 he returned to Berlin and became tutor in the university and lecturer for two years on exegesis and church history. He came to the United States in 1844 and accepted the position of professor of theology in the German Reform Seminary at Mercersburg, Pa., where he remained until 1863, when he removed to New York, and lectured on church history in the seminaries at Andover and Hartford, and Union, New York City, and in 1869 was elected professor at Union, where he remained until shortly before his death. He was most eminent as an authority in church history, and did great work as editor and writer in its several departments, and as a member of the American Bible Revision.

SCOTT, Dr. CHARLES, president Hope College, Michigan; died in December, aged 71 years.

SENEY, GEORGE I., born on Long Island May 12, 1826; died in New York City April 7; prominent in various financial enterprises, and in his prosperity gave large sums to education and charity—$500,000 to Seney Hospital, $500,000 to Wesley University, $500,000 to an orphan asylum, $250,000 to Emory College and Wesleyan Female College, Macon, Ga., $100,000 to Long Island Historical Society, $60,000 to Brooklyn Library, $50,000 to Drew Theological Seminary, $25,000 to Industrial School for Homeless Children, $25,000 to Eye and Ear Infirmary, and 20 valuable paintings to the Metropolitan Museum.

SHEPARD, Col. ELLIOTT FITCH, born in Jamestown, N. Y., June 25, 1834; died March 24; lawyer, editor, and financier; married oldest daughter of William H. Vanderbilt, who received a large inheritance from her father. Colonel Shepard and his wife were active in many religious efforts, and gave freely to educational purposes. During his last years he became specially known as the proprietor of the Mail and Express. He bequeathed large sums to the Presbyterian Church, and $100,000 to St. Paul's Institute, Asia Minor.

SHOUP, Prof. N. J., died at Dubuque, Iowa, November 11; was principal of Lincoln School there.

SMITH, Rev. BENJAMIN MOSBY, D. D., LL. D., born in Powhatan County, Va., June 30, 1811; died at Petersburg, Va., March 14; graduated at Hampden-Sidney College, 1829; taught several years, entering Union Theological Seminary in 1832, and before he finished his three years' course became tutor in Hebrew. He then studied abroad, and after returning became a pastor; in 1854 he was elected professor of oriental literature in Union Theological Seminary, Virginia, and remained until 1889, when he became professor emeritus.

SMITH, Gen. EDMUND KIRBY, born in Florida May 16, 1824; died in Sewanee, Tenn., March 28; graduated at West Point in 1845; was Confederate general; was chancellor of the University of Nashville, 1870–1875, and afterwards professor of mathematics, University of the South, Sewanee, Tenn.

SORIN, Rev. EDWARD, D. D., born in France February 6, 1814; died in Notre Dame, Ind., October 31; after his education entered the Congregation of the Holy Cross, and with six companions came to the United States in 1842. Bishop Hollander gave them wild land on the St. Joseph River, and there they built up Notre Dame with its institutions, including the university. There were established the sisters of the Holy Cross; in 1868 he became the superior general of his order, and in 1879 was transferred from France to Notre Dame, and in 1888 the well-known jubilee was celebrated.

SPICER, ELIHU, born in Noak, Conn., April, 1825; died in Brooklyn, N. Y., February 15; was a navigator; amassed wealth and gave a library to the Polytechnic Institute, and $10,000; erected a library in Mystic, Conn., and added $25,000; gave Groton a farm and buildings for the poor, with $5,000 for its support; also gave $10,000 for No. 11 school district, Noak.

STANFORD, LELAND, born in Watervliet, N. Y., March 7, 1824; died in Palo Alto, Cal., June 20; was brought up on a farm, and admitted to the bar in 1849, and removed to Wisconsin; made the overland trip, and began gold mining in 1852; began trade in San Francisco in 1856, and also became interested in manufacturing and agriculture, and the transcontinental railroad; in 1861 became governor of California, and was elected president of the Central Pacific Railroad; in 1884 and 1890 he was elected to the United States Senate. For many years he was a generous giver to deserving objects, and on the death of his son, Leland Stanford, jr., he established a university bearing his name at Palo Alto, and gave it property valued as high as $20,000,000, and adding, as is estimated, at his death $2,500,000. Mrs. Stanford heartily cooperated with him, and was also a generous supporter of the kindergarten under Mrs. Sarah B. Cooper, in San Francisco.

STERNS, Rev. O. SPRAGUE, D. D., born in Bath, Me., October 27, 1817; graduated at Waterville College in 1840, and Newton Seminary in 1846, and was instructor in Hebrew there, 1846–'47; pastor of churches, 1868, when he became professor of Old Testament literature in Newton Baptist Seminary, and so remained.

STEVENSON, R. W., LL. D., born and educated in Ohio, and became a successful teacher; was superintendent of schools of Dresden, Norwalk, and Columbus, Ohio, filling the latter office eighteen years and becoming one of the foremost educators of his State, when he became superintendent of schools at Wichita, Kans., where he remained until shortly before his death.

STEVENS, Rev. CHARLES E., born in Pembroke, N. H., March 24, 1815; graduated at Dartmouth, 1835; studied at Andover, and became teacher at Fitchburg and elsewhere; afterwards was editor, and for many years was associated with Gould and Lincoln.

STOKES, WILLIAM H., M. D., born in Havre de Grace, Md.; died May 7, aged 81, in Baltimore; graduated at Yale, 1831, and was professor in medical colleges in Baltimore, 1845 to 1850.

THORNTON, HARRISON R., born in Hampden-Sidney, Va., 1858; killed at Prince of Wales, Alaska, August 19; was missionary and teacher under appointment by the American Missionary Association in the school established by Dr. Sheldon Jackson under the Bureau of Education. He and his wife were the only white people among the large native population. Their school was a great success, but hostile feelings were aroused by his efforts to prevent the sale of intoxicants, and three Alaskans conspired to kill him, and did; two of his murderers were caught and put to death by the natives the next day, and the third escaped, only to be caught and suffer death later.

THWING, Rev. EDWARD PAYSON, M. D., born in Ware, Mass., August 25, 1830; died in Canton, China, May 9; graduated at Harvard, 1855, and Andover, 1858; was pastor at several places; professor of vocal culture in Gorham Seminary, Maine, 1870 to 1874, and of sacred rhetoric in the Tabernicla College, 1847–48. Having studied medicine, he became deeply interested in the building of hospitals and asylums, and undertook the building of a modern asylum in Canton.

TUPPER, Rev. HENRY MARTIN, D. D., born in Munson, Mass., April 11, 1831, and died in Raleigh, N. C., November 12. He fitted for college in the academy at Munson, and graduated at Amherst in 1859, and Newton Seminary in 1862; enlisted as private in the Thirty-sixth Massachusetts, was early made sergeant, was in many campaigns on the Potomac and the Mississippi, and was mustered out June 14, 1865. He was ordained to the gospel ministry when a private in the service, and held meetings among the men. At the close of the war he was commissioned by the American Baptist Home Missionary Society to preach to the freedmen in the South, and began his work in Raleigh, N. C., October, 1865, and in February organized a colored Baptist church there, of which he became pastor, and, in spite of great opposition, founded and built up Shaw University, of which he was president.

TWOMBLEY, Rev. JOHN H., D. D., born in Rochester, N. H., July 19, 1814; died in March, at Newton Lower Falls, Mass.; fitted at Newbury, Vt.; graduated at Wesleyan University, 1843; for three years taught mathematics at Wilbraham Academy, Massachusetts, then began his career as pastor, serving important churches. He was superintendent of schools in Charlestown, Mass., 1866 to 1870; president of Wisconsin State University, 1871 to 1874, when he returned to pastoral work, and so continued until his death.

UPHAM, Rev. JAMES, born in Salem, Mass., January 23, 1815; died in Chelsea, Mass., May 4; graduated at Waterville, now Colby, 1835, and at Newton Seminary, 1839; was pastor of churches for a time, and became principal of Farmington Academy, and professor in the theological institution at Thomastown, Me., and also at New Hampton, N. H., teaching in all twenty years.

WALKER, GEORGE FREDERIC, born in Massachusetts; died February 21, in his sixty-eighth year; graduated from Amherst, 1849; was principal of Holliston Seminary, Massachusetts, from 1849–1853, and of Riverside Institute, Auburndale, Mass., from 1854–1857; he afterwards went into the ministry.

WARREN, Mrs. HARRIET (MERRICK), born in Wilbraham, Mass., September 15, 1843; died in Cambridge, Mass., January 7; was eminent in scholarship and in effort for woman's education, especially her religious enlightenment, throughout the world, as writer, organizer, and officer of societies aiming at this end.

WALSH, Rev. THOMAS EDWARD, Ph. D., born at Montreal, Canada; died at Milwaukee, Wis., July 17, aged 40 years; studied in the College of the Holy Cross at St. Laurent, near Montreal; in 1873 he went to Paris, where he entered Notre Dame de St. Croix, at Neuilly; in 1875 Very Rev. Father Sorin called him to Notre Dame; he made a profession of faith February 2, 1876, having entered the novitiate at St. Laurent, August 28, 1877; he was ordained by the late Bishop Dwenger, of Fort Wayne; before the end of the year he was made vice-president of the university, Very Rev. Father Corby being president; in 1881 Father Walsh was called to the presidency; in 1886 he was made second assistant to Father Sorin, superior general of the Order of the Holy Cross.

WHITE, Prof. JAMES J., born in Nottoway County, Va., November, 1828; died April 23; educated at the University of Virginia; professor of Greek language in Washington and Lee University since 1852.

WHITE, GEORGE HOLBROOK, born in Lawrence, Mass., May 2, 1848, died July 7; graduate of Amherst, principal of Hopkins Academy, Hadley, 1870–1873, and instructor in Latin and Greek at Amherst College, 1873–1876; in 1876 was made principal of preparatory department and professor of ancient languages in Oberlin College; under his administration the standard of scholarship was made equal to that of Eastern academies.

WHITNEY, JOSEPH ERNEST, born in Cornwall, Conn.; died at Colorado Springs February 23, aged 35; graduated at Yale in 1882; had charge of private school for boys in Elmira, N. Y., until January, 1884, when he went to the Albany Academy as instructor in English and rhetoric; in the summer of 1884 he was called to Yale College as instructor of English, and remained there until December, 1888.

WILEY, Bishop ISAAC W., sometime president of Pennington Seminary and Female Collegiate Institute, New Jersey, and missionary to China.

WINSLOW, H. G., died in September at Racine, Wis.; was superintendent of schools of that city; schools were closed and great respect was shown at his funeral.

WOLLE, FRANCIS, born at Jacobsburg, Pa.; died at Bethlehem, Pa., February 10, in his seventy-sixth year; educated in Bethlehem (Moravian Seminary), taught there and at Nazareth and was vice-principal of the school for young ladies, 1857–1861, and principal, 1861–1881; was eminent as a botanist.

WOOD, GLEN, born in Greenbush, Rensselaer County, N. Y.; died in Lake Forest, Ill., in his seventy-fifth year; graduated from Yale in 1842; taught music two years in Sullivan County, N. Y.; became interested in the establishment of a children's aid society in Chicago in 1886, of which he was secretary until his death.

WOOD, HIRAM DAYTON, born at Nashua, N. H.; died there January 15, aged 65; graduated at Dartmouth, 1860; was principal for some years of Mount Pleasant high school, and was assistant in Nashua Literary Institute.

WORCESTER, Rev. JOHN HOPKINS, D. D., born in St. Johnsbury, Vt.; died in Lakewood, N. J., February 5; graduate of University of Vermont; taught two years in his father's Young Ladies' School, Burlington, Vt.; studied at Theological Seminary, Andover, Union Seminary, New York, and at Leipsic; was pastor in Orange, N. J., 1872–1883, and of the Sixth Presbyterian Church, Chicago, 1883–1891, when he became professor of systematic theology in Union Seminary.

YEARGIN, Miss MARY E., born in Laurens County, S. C.; drowned in Cayuga Lake, New York, November 18; educated herself and taught in Methodist College at Columbia and at Leesville.

FOREIGN, 1893.

AUSTRIA.

AIGNER, CLEMENS, died January 28, in Linz; principal of burgher school.

HROVATH, BLASIUS, died February 23, in Laibach; school councilor.

HÜBNER, FRANZ, died April 12, in Prague; state school inspector of Bohemia.

MAIR, FRANZ, died December 3; school principal and district school inspector in Austria; founder of an association called "Volksschule."

MARKUS, JORDAN C., died July 23, in Vienna; rector of burgher school.

PLAICHINGER, ALOIS, died April 14, in Vienna; rector of a city school; a noted musician.

REITZENBECK, HEINRICH, died in February, in Salzburg; teacher in Realschule; 81 years old.

RIEDEL, FRANZ X., died June 25, in Lichtenstadt; pastor and school inspector.

UNTERKREUTER, ADALBERT, died May 3, in Villach; rector and district school inspector.

UNTERWANDLING, FERD., died October 19, in Klagenfurt; school inspector and examiner.

WUNDERLICH, MICHAEL, died September 16, in Vienna; rector of burgher school; a noted promoter of drawing in the schools.

DENMARK.

ANDREA, C. C., born in Copenhagen in 1812, and died there February 3; professor in a military school, and became prime minister.

KRIEGER, Dr. ANDREAS F., born in Norway; died in Copenhagen September 27; became professor of law in Denmark 1845; was legislator, and in 1870–1874 was minister of finance and minister of justice.

FRANCE.

CHARCOT, JEAN MARTIN, born in Paris November 25, 1825; died August 18; became a professor in 1860, and was called to the Saltpetriere, 1862, and founded there the first clinic, 1880, for nervous diseases; noted for being a physician of the highest scientific reputation, for valuable treatises and experiments in hypnotism.

DARCOLL, ALFRED, born in Rouen, 1818; died in Paris May 28; became attached to the Louvre; was appointed director of the Gobelins, 1872; in 1885 director Cluny Museum; was eminent authority on mediæval antiquities, on which he wrote several books, and also history of the national manufactures of tapestry.

FERRY, JULES, born in St. Dié, Vosges, April 5, 1832; died in Paris March 17; studied law; engaged in political journalism; was active in the changes which led to the Republic, and became member of Grevy's cabinet; as minister of education he brought about many improvements.

FRANCK, ADOLPHE, French scholar and member of Legion of Honor; died April 11.

GOUNOD, CHARLES FRANCOIS, born in Paris June 17, 1818; died at St. Cloud, October 18; an eminent composer of music.

GUILLEMIN, AMÉDÉE, died January 4; French scientist and writer.

LAVIGERIE, Cardinal, November 26; great French religious teacher and humanitarian; primate of Africa.

MACMAHON, M. E. P. M., Comte de, Duc de Magenta, ex-President, and marshal of France; born in Sully June 13, 1808; died in Paris October 17.

MAME, ALFRED, French publisher and philanthropist; died April 13.

TAINE, HIPPOLYTE ADOLPHE, born at Vouziers April 21, 1828; died at Paris, France, March 5; studied in the college at Bourbon and gained the prize of honor for rhetoric in the general competition of 1847; was first on the list of those admitted to the normal school; he was a journalist, writer, and critic; History of English Literature and The French Revolution are his two greatest works.

GERMANY.

AHN, Dr., died July 24, in Lauterberg; school principal; a son of the author of German and French grammars.

ANGERSTEIN, Dr. WILLIAM, died April 30, in Berlin; author and editor; authority in systems and methods of gymnastics.

ARMBRUSTER, AD., died December 13, in Karlsruhe; councilor and school superintendent in Baden.

BACKHAUS, W., died September 12, in Bonn; ex-teacher; 95 years old.

BAISCH, F., died in March, in Fellbach, near Stuttgart; teacher of note.

BEHM, G., died July 24, in Berlin; councilor in the department of commerce; formerly teacher, and for some years member of the executive committee of the German Teachers' Union.

BOCK, EDUARD, died October 16, in Liegnitz; school councilor and inspector; became well known through his educational works and readers.

DANZ, FR., died October 26, in Rudolstadt; rector of city school.

DORPFELD, FRIEDRICH WILHELM, died October 27, in Barmen; one of the most distinguished teachers of Germany; active in Fild near Mörs, Heidt Ronsdorf, and Barmen; was author of innumerable educational articles and pamphlets, and in his later years considered an authority on all educational questions.

EISMANN, died January 15; school councilor in Kreuzberg; formerly principal of normal schools in Kyritz and Eckenförde; later inspector in Potsdam and Breslau.

FROHSCHAMMER, Professor, died June 18, in Munich; formerly professor of theology, afterwards of philosophy; he applied his system of philosophy to pedagogy.

HEUBNER, O. L., died in April, in Dresden; member of school board; promoter of public education.

JENCKE, JOHANN FRIEDRICH, died August 4, in Dresden; royal councilor; active in in behalf of education of deaf and dumb children.

KNAUTH, FRANZ, died October 27, in Mühlhausen; rector of city school and noted writer.

KNOFE, died May 7, in Breslau; principal of a city school; promoter of teachers' associations in the province of Silesia.

KOEHLER, FRIEDRICH, died April 25, in Hildburghausen; a noted teacher of music.

KOLBE, Dr. ALEXANDER, died May 22, in Treptow; principal of gymnasium; editor of Deutsche Erziehung in Schule und Haus; for many years president of the German Evangelical School Congress.

KRÜGER, FRIEDRICH, died in November, in Rosenow; had taught sixty-two years in one school; died at the age of 92 years.

KRÜTZFELD, WM., died in December, in Lütjenburg; ex-teacher, 96 years old.

LAISTNER, A., died April 23, in Stuttgart; editor of Volksschule; president of teachers' association in Würtemberg; indefatigable champion of the teachers' professional honor and dignity.

LANG, F., died October 15; school inspector in Herischdorf, near Warmbrunn; principal of a normal school in Bunzlau.

LANGE, Professor, died August 12, in Berlin; cartographer and author of geographical text-books.

LÜBKE, WM., died April 7, in Karlsruhe; university professor and well-known art historian.

MARENHOLTZ-BÜLOW, Baroness von, died January 10, in Dresden; well known as promoter of Froebel's Kindergarten, and author of circular published by the Bureau.

MASIUS, Dr. HERMANN, died January 10, in Leipzig; well-known educator and author; since 1862 professor of pedagogy and director of the pedagogical seminary in the university; some of his books are Readers, Nature Studies.

MENDE, C., died March 31, in Erfurt; member executive committee of Saxon Teachers' Association.

MUELLER, C. E., died in November, in Neudorf; teacher, and president of Waldeck Teachers' Association.

MÜHLPFORTH, A., died February 26, in Frankfort-on-the-Oder; for many years president of the teachers' association in the province of Brandenburg.

RABE, ADAM, died October 12, in Cassel; president of the Hessian Teachers' Association and editor of an educational journal.

RAMME, CHRIST., died February 25, in Berlin; principal of an educational institution of note.

ROSTOCK, MICH., died in December, in Bautzen; teacher and famous scientist.

RUDOLPH, E., died January 1, in Chemnitz; rector of city school; a noted speaker in conventions; promoter of education for laboring men.

RUGE, Dr. MAX, died June 17, in Berlin; formerly teacher in the Graue Kloster; since 1890, Liberal deputy in the lower house of the Prussian legislature.

RUNKWITZ, K., died November 21, in Altenburg; rector of normal school and school councilor.

SCHAEFER, died December 21, in Friedberg; rector of normal school.

SCHARLACH, CHR. FR., died December 18, in Halle; superintendent of public schools in Halle for many years.

SCHLOTTERBECK, B., died October 30; editor of the Mecklenburg Schulzeitung, and author of educational writings.

SCHOTTMÜLLER, Dr. CONRAD, died May 16, in Berlin; councilor in department of education.

SCHMITT, JOHANN, died August 6, in Darmstadt; founder of the Hessian Teachers' Union, and editor of the Hessische Schulbote; since 1865 member of the permanent committee of the National Teachers' Association, and since 1871 member of the executive committee of the National German Teachers' Union.

SCHOENER, Rector, died May 6, in Rybnik; at the time of his death the oldest active teacher in Germany, 92 years old.

SCHORNSTEIN, Dr. E., died August 17, in Elberfeld; rector of secondary school for girls; a well-known writer in behalf of higher education of women.

SCHULZ, F. A., died April 24, in Wolfenbüttel; musical composer and publisher of song books.

SEIDEL, FRIEDRICH, died January 13, in Weimar; author of many educational works; for many years president of the German Froebel Association, and active promoter of kindergartens.

SELKE, died in July, in Königsberg; mayor of the city and warm friend of public schools.

STAFFELD, B., died March 21, in Strelitz; founder and president of Provincial Teachers' Association and Aid Society.

VÖLCKER, Dr., died in June, in Danzig; provincial school councilor.

WALDBACH, W., died November 21, in Eylau; principal of a normal school, and musical director and composer.

WÄTZOLDT, GUST. AD., died August 10, in Berlin; privy councilor, formerly principal of a normal school; later councilor in the department of public education and director of the Royal normal school for gymnastics.

WILLE, RECTOR, died in December, in Dresden; member of Pestalozzi Association.

GREAT BRITAIN.

BALLANCE, JOHN, born in Antrim, Ireland, March, 1839; died in Auckland April 27; emigrated to New Zealand in 1866; in 1878 became minister of education; at the time of his death was premier.

BIRCH, CHARLES BELL, born 1832; died in October; was sculptor in London.

CLARK, Sir ANDREW, noted English physician; born 1826; died in London November 30.

COLE, VICAT, born in Portsmouth, 1833; died in London April 6; English painter; son and pupil of George Cole.

COWPER, ED. ALFRED, English inventor; born in London December 10, 1819; died there in May; invented the fog signals, and among other things invented an electrical writing telegraph.

COX, SAMUEL, born near London, 1826; died March 30; was educated for the Baptist ministry; author of Salvator Mundi, Private Letters of St. Paul and St. John; founded in 1875 the Expositor, and retired from its editorship in 1885.

DERBY, EARL OF, born in Knowsley, July, 1826; died there April 21; educated at Rugby and Trinity College; traveled extensively; entered Parliament, took service under different administrations; was a hard worker in important commissions, and was influential as chancellor of the University of London.

JOWETT, BENJAMIN, born in London, 1817; died at Oxford in October; graduated at Balliol College, Oxford; became tutor of Greek; 1855 was professor of Greek at Oxford, and in 1870 was elected master of Balliol; was translator of classics and author of ecclesiastical treatises.

MARSHALL, ARTHUR MILNES, born June 8, 1852; died in Cumberlandshire, England, December 31; graduated from St. John's College, Cambridge, 1874; studied at Dr. Dohrus's Zoological station in Naples; 1875, was appointed professor of zoology, Owens College, Manchester; was secretary, and afterwards chairman general board of studies in organizing courses in Victoria University; was author of several papers in scientific journals.

PARKE, THOMAS H., born in 1857; died September 9; distinguished for service in Egypt, and in the cholera epidemic was courageous; was an African explorer and published several works.

PRATT, ANNE, born in Stroud, 1806; died July 27; had marked success in popularizing botany.

TYNDALL, JOHN, born in Leighlin Bridge, Carlow, Ireland, August 21, 1820; died in Haslemere, Surrey, England, December 4; of humble origin and without usual school privileges rose to great eminence as scientist.

ITALY.

GENOLA, FRANCISCO, born 1843; died November 8; deputy of his province; known for his rectitude and lofty spirit, and became minister of public works.

MOLLSCHOTT, JACOB, born in Holland; died in Rome in May, aged 71; noted in physiology, and professor University of Rome since 1878.

CONTANI, ARNALDO, born in Austria; died in Naples May 6, in his fifty-sixth year; graduated M. D., Prague; senator, professor of medicine in Naples.

MEXICO.

GONZALES, ex-President, born near Matamoras, 1820; died in City of Mexico May 8.

NETHERLANDS.

BUYS, T. T., died in Leyden May 14; was one of the most eminent professors of the legal faculty of the Atheneum at Amsterdam.

LEEMAN, Dr. CONRAD, born 1809; died in October; director of the Museum of Antiquities.

NORWAY.

UNDSET, INGVOLD M., born in Drontheim, November 9, 1853; died in Christiania December 3; eminent archæologist.

PORTUGAL.

LAURENCO, Dr. AGOSTINHO, died in February; was one of the most illustrious scientists in Portugal.

RODREQUES, JOSÉ JULIO, professor of natural sciences in Lyceum of Lisbon, and the Industrial Institute.

RUSSIA.

KOKSCHAROW, Dr. NICOLAS, died in St. Petersburg January 2; director of the Imperial School of Mines.

SPAIN.

CORDERA Y POTO, DON MARIANA, died in Madrid January 15; organizer of normal schools and inspector-general of primary schools, and founder of Pedagogical Review.

ARENAL, Doña CONCEPCION, born January, 1820, died February; well known author and promoter of education.

SWEDEN.

HAGBER, M., died in May, aged 68; author, and professor in university in Stockholm.

KLEMMING, GUSTAVUS EDWARD, born September 5, 1823, in Stockholm; died there September 7; was librarian in the Royal Library, and specially active in ancient Swedish literature.

SWITZERLAND.

DENZLER, WM., died November 20, in Zürich; professor of mathemathics in Zürich University.

FRANKHAUSEN, J., died May 23, in Bern; professor in secondary school.

HAEDERLI, J., died January 4, in Zürich; teacher from 1842 till 1892.

ODERMATT, R., died March 26, in Stans; school inspector in the canton of Nidwalden.

RAEDLÉ, NICH., died May 17, in Freiburg; historian and friend of P. Girard.

RUEGG, Prof. H. R., died October 29, in Bern; leader of the Swiss teachers; editor of the Swiss "Lehrerzeitung."

VOLKMAR, Dr. G., died January 8, in Zürich; professor in university; distinguished theologian.

WIESENDANGER, U., died April 7, in Zürich; councilor of education.

WINNE, J. ST., died February 14, in Hippolyte-Elsass; school rector in Altorf-Uri.

WOLF, Dr. R., died December 6, in Zürich; astronomer.

WYSS, Dr. G. VON, died December 17, in Zürich; historian.

PART IV.

STATISTICAL TABLES.

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TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, and accommodations in cities containing 8,000 or more inhabitants.*

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ALABAMA.																		
1	Birmingham	7-21	10,754	800	1,893	2,300	4,193	178	508,600	2,775	3	1	4	14	75	89	8	3,703	11
2	Huntsville*	7-21	1,888	.....	(654)		654	160	36,000	225	.....	.....	.....	(9)		9	.....	.....	.....
3	Mobile	.....	.....	.....	2,604	2,636	5,240	176	837,936	4,761	9	6	15	19	60	79	11	.....	11
4	Montgomery*	7-21	4,512	300	(2,238)		2,238	166	.....	.....	.....	.....	.....	3	37	40	6	2,000	12
	ARKANSAS.																		
5	Fort Smith	6-21	3,615	350	982	1,148	2,130	* 171	a 257,184	1,504	1	0	1	6	44	50	9	2,000	12
6	Hot Springs	6-20	2,860	112	926	1,013	1,939	175	245,000	1,400	3	2	5	3	20	23	5	1,360	11
7	Little Rock	6-21	9,984	850	2,285	2,621	4,906	177	578,259	3,263.4	1	0	1	8	58	66	13	3,857	10-12
	CALIFORNIA.																		
8	Alameda	5-17	3,189	223	1,332	1,265	2,597	193	376,157	1,949	8	0	8	9	43	52	7	2,447	11
9	Fresno*	5-17	1,717	250	858	916	1,774	178.5	200,722	1,125	2	0	2	5	28	33	4	1,200	12
10	Los Angeles	5-17	13,089	897	5,374	5,624	10.998	171	1,336,878	7,818	5	5	10	11	231	242	34	9,225	13
11	Sacramento	5-17	5,034	424	2,115	2,167	4,282	186	539,400	2,900	4	11	15	6	106	112	14	3,092	11
12	San Diego	5-17	2,869	.....	1,378	1,497	2,875	195	402,090	2,062	2	4	6	3	64	67	17	2,900	12
13	San Francisco	5-17	65,317	8,000	.....	.....	45,775	203	6,644,190	32,730	21	38	59	49	819	868	78	*39,779	12
14	San Jose*	5-17	5,521	496	2,147	1,999	4,146	200	555,744	2,797	1	0	1	11	72	83	13	2,794	13
15	Stockton	5-17	3,120	436	1,324	1,464	2,788	188	380,291.5	2,022.8	1	2	3	8	41	49	11	2,868	13
	COLORADO.																		
16	Colorado Springs	6-21	2,809	100	1,154	1,232	2,386	185	308,025	1,665.7	6	1	7	0	55	55	7	2,250	12
	Denver:																		
17	District No. 1	6-21	13,744	.....	5,036	5,013	10,049	181	1,232,791	6,811	16	3	19	23	173	196	17	8,000	12
18	District No. 2	6-21	7,235	350	2,418	2,617	5,035	181	623,412	3,443	10	1	11	2	80	82	14	4,623	12
19	District No. 17	6-21	5,769	* 200	1,727	1,749	3,476	180	421,107	2,339	2	2	4	7	50	57	8	2,749	12

	Pueblo:																		
20	District No. 1	6-21	4,101	.....	991	991	1,982	190	223,832	1,178	2	2	4	6	44	50	8	1,833	12
21	District No. 20	6-21	2,915	300	992	996	1,988	190	240,920	1,268	3	1	4	3	42	45	8	1,631	12
	CONNECTICUT.																		
22	Ansonia	4-16	2,389	85	(2,368)		2,368	199	296,908	1,492	2	1	3	3	39	42	7	2,154	8
23	Bridgeport	4-16	13,586	958	4,161	4,268	8,429	189	1,224,928	6,481	5	2	7	2	160	162	20	8,370	13
24	Danbury	4-16	4,433	498	(2,994)		2,994	197.4	428,358	2,170	.....	.....	.....	4	59	63	19	2,798	.....
25	Hartford	4-16	10,739	3,071	(8,655)		8,655	191	1,111,620	5,820	.....	.....	.....	31	187	218	19	7,721	.....
26	Meriden	4-16	6,139	1,322	2,461	2,262	4,723	200	598,082	2,990	11	2	13	11	85	96	18	4,120	13
27	Middletown	4-16	1,741	550	(1,134)		1,134	186	210,924	852	1	2	3	2	21	23	3	1,076	13
28	New Britain	4-16	4,420	1,675	(2,786)		2,786	190	371,830	1,957	3	0	3	4	50	54	10	2,625	.....
29	New Haven	4-16	19,064	1,836	(15,453)		15,453	200	2,166,000	10,830	13	9	22	8	330	338	41	13,433	14
30	New London	4-16	2,676	380	(2,100)		2,100	190	275,500	1,450	*1	*2	*3	2	49	51	6	2,267	8
31	Norwalk	4-16	3,847	513	(3,049)		3,049	204	510,856	2,014	.....	.....	.....	9	51	60	11	2,757	.....
32	Norwich	4-16	1,534	287	(1,125)		1,125	200	172,800	864	*1	*0	*1	2	29	31	6	1,257	.....
33	Stamford	4-16	3,649	594	(2,837)		2,837	195	327,600	1,680	.....	.....	.....	8	57	65	19	2,646	.....
34	Waterbury	4-16	8,864	1,550	(5,672)		5,672	192.5	721,875	3,750	*4	*1	*5	8	103	111	14	4,480	.....
	DELAWARE.																		
35	Wilmington	6-21	.....	.....	.....	.....	9,622	195	1,346,085	6,903	1	1	2	6	196	202	25	9,448	11
	DISTRICT OF COLUMBIA.																		
	Washington:																		
36	First six divisions	.....	.....	.....	13,403	14,032	27,435	175	3,588,725	20,507	(29)		29	(609)		609	56	.....	11
37	Seventh and eighth divisions	.....	16,576	.....	(12,329)		12,329	175	1,673,000	9,560	(13)		13	(246)		246	22	.....	11
	FLORIDA.																		
38	Key West	6-21	5,385	*550	1,012	879	1,891	.....	.....	1,305	.....	.....	.....	8	26	34	11	.....	8
39	Pensacola	6-21	3,386	650	858	922	1,780	165	212,540	1,276	1	0	1	6	22	28	11	1,900	10
	GEORGIA.																		
40	Athens	6-18	2,800	150	792	807	1,599	172	465,464	962	1	0	1	3	27	30	6	1,750	10
41	Atlanta	6-18	15,816	.....	4,822	5,588	10,410	180	1,380,780	7,671	3	0	3	10	162	172	16	8,463	.....
42	Brunswick*	6-18	2,500	250	(1,081)		1,081	170	.....	.....	1	4	5	0	23	23	4	1,500	11
43	Columbus	6-18	4,315	*350	1,165	1,118	2,223	180	.....	.....	*1	*2	*3	(50)		50	7	2,400	.....
44	Macon	6-18	5,107	800	1,199	1,327	2,526	177	363,027	2,051	2	1	3	4	52	56	11	2,400	10
45	Savannah	6-18	11,169	*600	2,415	2,618	5,033	180	633,420	3,519	2	1	3	16	87	103	10	.....	10
	ILLINOIS.																		
46	Belleville	6-21	5,160	1,105	1,326	1,314	2,640	198	456,098	2,284	2	0	2	13	42	55	6	2,750	11
47	Bloomington	6-21	6,330	800	1,658	1,781	3,439	178	434,040.7	2,438.4	1	7	8	5	66	71	11	3,500	12
48	Cairo	6-21	3,863	602	831	917	1,748	181	240,116	1,326.6	1	0	1	2	23	25	8	1,702	12
49	Chicago	6-21	329,796	*62,985	82,055	84,840	166,895	191	23,701,954	124,094	110	100	210	148	3,173	3,321	b251	152,830	12
50	Danville	6-21	3,881	350	1,216	1,295	2,511	191	382,764	2,004	1	0	1	5	46	51	7	2,300	12

* Statistics of 1891-92.

a Estimated.

b 233 rooms in rented buildings are used.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ILLINOIS—continued.																		
51	Decatur	6–21	5,502	*300	1,752	1,821	3,573	187	528,038	2,824	1	2	3	5	56	61	10	3,337	11
52	East St. Louis	6–21	3,955	700	1,026	1,117	2,143	195	236,774	1,211	*1	*0	*1	*9	*31	*40	4	*1,621	12
53	Elgin*	6–21	5,402	650	1,631	1,623	3,254	188	468,086	2,432	1	3	4	2	75	77	13	.....	12
54	Freeport*	6–21	3,252	600	925	905	1,830	197	289,885.5	1,394.7	1	0	1	3	36	39	7	1,692	12
55	Galesburg*	.....	.....	.....	.....	.....	.....	174	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	11
56	Jacksonville	6–21	4,092	.....	984	1,104	2,088	.....	.....	1,525	1	1	2	2	41	43	7	.....	11
57	Kankakee	6–21	2,711	735	708	666	1,374	192	177,186	922.7	1	0	1	3	30	33	5	1,594	12
58	La Salle*	.....	.....	.....	452	485	937	192	131,124	683	3	0	3	3	20	23	5	1,100	12
59	Moline	6–21	3,923	291	1,192	1,303	2,495	175	342,703	1,958.3	4	3	7	4	49	53	7	2,665	12
60	Ottawa*	6–21	3,360	413	951	833	1,784	196	254,183	1,296.8	1	0	1	3	33	36	7	1,500	8
61	Peoria	6–21	13,438	1,235	3,711	3,802	7,513	192	994,560	5,180	11	6	17	7	137	144	14	8,126	12
62	Quincy	6–21	10,177	2,400	2,204	2,282	4,486	195	594,750	3,050	3	2	5	3	70	73	12	3,988	12
63	Rock Island	6–21	4,876	725	1,254	1,368	2,622	176	373,384	2,121.5	3	1	4	2	53	55	9	2,500	13
64	Rockford	6–21	7,824	550	2,229	2,433	4,662	190	676,210	3,559	1	1	2	4	100	104	15	4,188	12
65	Springfield	6–21	8,450	*1,200	2,031	2,106	4,137	192	628,798.4	3,275.2	1	1	2	11	87	98	12	3,912	12
	INDIANA.																		
66	Evansville	6–21	15,466	1,800	3,493	3,560	7,053	193	1,055,170	5,467.2	9	13	22	12	138	150	17	7,000	12
67	Fort Wayne	6–21	14,782	4,335	2,447	2,587	5,034	192	638,400	3,325	1	7	8	6	107	113	15	5,307	12
68	Indianapolis*	.....	.....	.....	.....	.....	17,822	185	2,428,571.5	13,127	.....	.....	.....	.....	.....	.....	41	.....	.....
69	Jeffersonville*	6–21	4,651	350	1,034	1,089	2,123	178	318,442	1,789	3	0	3	8	35	43	4	.....	12
70	Kokoma	6–21	3,066	100	1,099	1,123	2,222	176	259,679	1,422	2	0	2	8	26	34	6	1,700	12
71	La Fayette	6–21	7,074	1,000	1,508	1,626	3,134	185	337,440	1,824	5	3	8	13	48	61	8	2,240	12
72	Logansport*	6–21	5,435	750	1,093	1,126	2,219	178	.....	.....	1	0	1	5	39	44	7	2,000	12
73	Marion	6–21	3,515	*30	1,364	1,391	2,755	176	333,986	1,897.5	1	0	1	8	41	49	10	2,100	12
74	Michigan City*	6–21	3,733	800	627	669	1,296	173	173,813.5	1,004	1	1	2	3	23	26	5	1,205	12
75	Muncie	6–21	3,891	*200	1,399	1,468	2,867	180	353,804.5	1,965.6	1	1	2	4	45	49	8	2,496	12
76	New Albany	6–21	8,118	900	1,738	1,776	3,514	178	472,091	2,652.2	1	0	1	10	51	61	12	3,500	12

77	Richmond	6–21	6,599	850	1,393	1,530	2,923	177	427,809	2,417	3	1	4	4	62	66	9	2,889	*a* 14
78	Terre Haute	6–21	14,122	850	2,892	2,955	5,847	189.5	776,419	4,097.2	1	2	3	19	114	133	18	6,157	12
	IOWA.																		
79	Burlington	5–21	8,454	.....	2,167	2,243	4,410	190	596,600	3,140	12	3	15	16	80	96	12	4,486	12
80	Cedar Rapids	5–21	7,011	1,000	.....	.....	4,306	180	599,760	3,332	*1	*1	*2	1	92	93	16	3,793	12½
81	Clinton*	.....	.....	600	1,372	1,391	2,763	185	379,990	2,054	1	3	4	3	62	65	10	.....	13
82	Council Bluffs	5–21	7,087	860	1,939	2,062	4,001	187	551,837	2,951	1	5	6	2	90	92	18	3,937	12
83	Davenport	.....	10,177	1,200	2,548	2,513	5,061	194	745,542	3,843	10	3	13	5	95	100	12	4,788	13
	Des Moines:																		
84	East Side	5–21	5,311	300	1,778	2,019	3,797	177	491,352	2,776	1	1	2	2	77	79	10	3,215	13
85	North Side	5–21	7,505	.....	2,048	2,305	4,353	176	505,683.2	2,873.2	4	9	13	4	106	110	12	3,897	12
86	West Side	5–21	1,348	25	590	616	1,206	177	101,899	575.7	1	2	3	2	33	35	4	950	12
87	Dubuque	5–21	11,491	2,800	2,563	2,642	5,205	195	.....	.....	.....	.....	.....	10	94	104	13	5,366	12
88	Fort Madison	5–21	2,500	.....	.....	.....	1,300	180	119,960	1,222	.....	.....	.....	.....	.....	24	.....	.....	.....
89	Keokuk*	5–21	4,929	500	1,172	1,199	2,371	176	316,272	1,797	2	0	2	7	45	52	8	2,314	12
90	Marshalltown	5–21	2,756	100	979	1,082	2,061	174	267,239	1,535.8	2	2	4	2	54	56	7	1,890	12
91	Muscatine*	5–21	3,688	200	1,054	1,107	2,161	182	292,524.5	1,607.7	1	0	1	4	45	49	8	2,000	12
92	Ottumwa	5–21	4,370	100	1,700	1,796	3,496	188	474,324	2,523	2	2	4	2	73	75	9	3,000	12
93	Sioux City	5–21	10,274	800	2,860	2,898	5,758	183	677,795	3,626	4	8	12	1	128	129	32	5,718	12
	KANSAS.																		
94	Atchison	6–21	4,350	600	1,019	1,206	2,225	176	286,000	1,625	1	0	1	4	38	42	8	2,397	12
95	Emporia	.....	.....	.....	(2,049)		2,049	180	263,160	1,462	.....	.....	.....	(40)		40	8	.....	.....
96	Fort Scott	5–21	3,661	.....	1,172	1,349	2,521	160	288,073	1,793	1	0	1	8	40	48	8	.....	12
97	Hutchinson*	5–21	2,494	.....	927	1,102	2,029	175	254,730	1,455.6	1	0	1	4	33	37	7	1,800	11
98	Kansas City	5–20	11,575	900	(6,575)		6,575	180	720,000	3,998	*1	*0	*1	18	100	118	18	5,500	12
99	Lawrence	5–21	3,559	*300	1,200	1,294	2,494	180	369,540	2,053	(2)		2	4	38	42	10	*2,159	11
100	Leavenworth*	6–21	6,716	1,024	1,564	1,695	3,259	180	443,016	2,461.2	2	3	5	4	47	51	10	2,353	12
101	Topeka*	5–21	11,211	.....	(5,973)		5,973	180	1,003,500	5,575	1	0	1	(115)		115	22	.....	.....
102	Wichita	5–21	*7,234	*400	2,364	2,525	4,889	178	*b* 480,600	*b* 2,700	1	3	4	11	91	102	22	*5,326	.....
	KENTUCKY.																		
103	Bowling Green	6–20	2,442	100	700	744	1,444	187	191,301	1,023	1	0	1	4	21	25	3	1,400	8
104	Covington	6–20	13,454	3,300	1,813	1,959	3,772	200	574,400	2,870.2	1	0	1	*8	*78	*86	8	4,500	12
105	Frankfort	6–20	1,544	.....	(1,491)		1,491	196	200,508	1,023	1	0	1	(30)		30	3	.....	11
106	Henderson	6–20	3,132	.....	759	852	1,611	200	.....	.....	1	0	1	6	25	31	6	.....	.....
107	Lexington	6–20	9,978	.....	(3,586)		3,586	.....	.....	.....	.....	.....	.....	(*65)		*65	8	.....	10
108	Louisville	6–20	71,970	4,500	12,000	12,860	24,860	201	3,527,952	17,552	22	11	33	28	447	475	40	.....	12
109	Newport	6–20	9,503	.....	1,587	1,635	3,222	200	.....	.....	.....	.....	.....	6	56	62	9	.....	11
110	Owensboro	6–20	2,879	300	928	993	1,921	180	253,980	1,411	1	0	1	4	31	35	5	1,900	11
111	Paducah	6–20	5,440	350	1,045	1,142	2,187	189	271,404	1,436	1	0	1	8	29	37	7	1,950	11
	LOUISIANA.																		
112	New Orleans	6–18	64,461	.....	11,216	12,272	23,488	180	3,491,640	19,398	.....	.....	.....	19	499	518	57	.....	.....

* Statistics of 1891–92. *a* Including kindergarten. *b* Estimated.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MAINE.																		
113	Auburn*	4-21	3,236	175	(1,975)		1,975	175	287,875	1,645	1	0	1	2	52	54	33	2,000	13
114	Augusta	4-21	3,368	200	*(1,858)		*1,858	*a164	b 201,504	*1,226	2	0	2	3	47	50	25	.....	10
115	Bangor*	5-21	5,224	300	1,450	1,571	3,021	180	500,220	2,779	2	3	5	4	90	94	37	2,700	13
116	Bath	4-21	2,886	0	819	742	1,561	178	251,514	1,413	1	0	1	*2	*41	*43	15	*2,100	13
117	Biddeford*	4-21	4,597	800	886	1,009	1,895	170	211,518	1,256	1	1	2	8	36	44	22	2,147	14
118	Lewiston	4-21	8,258	1,700	1,655	1,231	2,886	180	353,160	1,962	3	2	5	5	68	73	26	3,266	13
119	Portland	4-21	10,527	1,257	3,290	2,528	5,818	*a190	b 806,550	4,245	2	2	4	10	149	159	18	6,322	.....
120	Rockland*	4-21	2,189	.....	(1,350)		1,350	160	.....	.....	1	1	2	4	29	33	11	1,400	14
	MARYLAND.																		
121	Baltimore	6-21	110,731	19,000	(b 70,900)		b 70,900	201	9,215,046	45,846	4	22	26	131	1,309	1,440	112	68,025	12-13
122	Frederick	.....	0	0	533	574	1,107	148	81,696	552	5	1	6	5	15	20	5	560	9
123	Hagerstown	6-20	.....	250	.....	.....	1,906	151	199,622	1,322	1	0	1	7	33	40	7	2,000	10
	MASSACHUSETTS.																		
124	Adams	5-15	1,725	0	.....	.....	1,689	a186	b 244,776	1,316	1	1	2	4	36	40	8	2,000	13
125	Amesbury	5-15	1,623	451	.....	.....	1,197	185	171,680	928	.....	.....	.....	.....	.....	31	15	.....	.....
126	Beverly	5-15	1,782	40	.....	.....	1,811	200	292,400	1,462	.....	.....	.....	3	41	44	.....	.....	.....
127	Boston	5-15	74,252	10,893	37,324	34,780	72,104	200	11,105,809	55,529	44	2	c 46	271	1,375	1,646	202	68,312	14
128	Brockton	5-15	4,788	508	.....	.....	5,067	200	793,600	3,968	.....	.....	.....	.....	.....	108	.....	.....	.....
129	Brookline	5-15	2,156	0	.....	.....	2,373	157	276,477	1,761	5	9	14	3	68	71	14	.....	13
130	Cambridge	5-15	12,451	2,235	.....	.....	12,845	200	1,991,800	9,959	*3	*1	*4	21	263	284	*36	.....	.....
131	Chelsea	5-15	4,763	700	2,501	2,562	5,063	200	701,000	3,505	2	1	3	7	91	98	13	4,730	13
132	Chicopee	5-15	2,906	750	.....	.....	2,109	190	266,760	1,404	2	1	3	2	37	39	12	.....	.....
133	Clinton	5-15	2,032	346	.....	.....	1,589	187	252,263	1,349	1	0	1	2	34	36	11	1,650	13
134	Everett	5-15	2,541	40	.....	.....	3,247	200	236,000	2,180	.....	.....	.....	.....	.....	55	.....	.....	.....
135	Fall River	5-15	15,680	3,981	.....	.....	12,860	200	1,618,000	8,090	*1	*2	*3	.....	.....	269	*43	*10,789	.....
136	Fitchburg	5-15	4,625	800	2,217	2,085	4,302	190	577,410	3,039	2	1	3	9	88	97	23	4,100	13

137	Framingham	5–15	1,666	25	1,103	1,060	2,163	178	281,596	1,582	1	1	2	2	43	45	18	.....	13
138	Gloucester	8–14	2,259	300	2,100	2,174	4,274	195	695,175	3,565	4	1	5	1	106	107	22	4,745	13
139	Haverhill	5–15	4,631	1,200	.....	.....	3,815	192	557,568	2,904	2	0	2	5	119	124	26	.....	13
140	Holyoke	5–15	7,409	2,500	2,551	2,541	5,092	194	645,438	3,327	3	2	5	.....	.....	104	16	4,463	13
141	Hyde Park	5–15	1,991	641	913	877	1,790	190	267,425	1,407.5	0	0	0	7	36	43	6	2,050	12
142	Lawrence	5–15	9,005	2,000	0	0	6,305	199	1,035,198	5,202	3	4	7	5	140	145	22	6,000	13
143	Lowell	5–15	14,229	4,577	.....	.....	11,887	183	1,436,367	7,849	4	3	7	14	206	220	47	*10,572	.....
144	Lynn	5–15	8,873	700	4,633	4,632	9,265	195	1,432,665	7,347	2	1	3	14	191	205	38	9,023	13
145	Malden	5–15	4,205	665	1,978	2,094	4,072	191	649,018	3,398	3	3	6	8	100	108	15	4,648	13
146	Marlboro	5–15	2,480	480	.....	.....	2,689	179	346,723	1,937	*1	*1	*2	.....	.....	65	*9	*2,584	.....
147	Medford	5–15	1,949	25	.....	.....	2,583	185	357,165	1,929	.....	.....	.....	.....	.....	52	.....	.....	.....
148	Melrose	5–15	1,546	0	.....	.....	1,987	195	313,950	1,610	3	0	3	3	43	46	12	.....	.....
149	Natick	5–15	1,416	0	.....	.....	1,862	185	282,125	1,525	*4	*0	*4	.....	.....	48	*12	.....	.....
150	New Bedford	5–15	8,605	2,300	.....	.....	6,713	190	916,370	4,823	5	7	12	8	146	154	22	6,243	13
151	Newburyport	5–15	2,509	660	.....	.....	1,903	203	277,501	1,367	1	0	1	5	35	40	13	1,645	13
152	Newton	5–15	4,570	305	2,286	2,262	4,548	186	674,975.4	3,628.9	1	0	1	17	99	116	22	4,975	13
153	North Adams	5–15	2,991	800	1,348	1,375	2,723	*d* 185	333,500	1,800	1	0	1	3	52	55	11	3,000	14
154	Northampton	5–15	2,588	400	.....	.....	2,408	*e* 180	365,995	1,975	1	2	3	4	64	68	20	2,900	13
155	Peabody	5–15	1,772	12	.....	.....	2,079	200	331,000	1,655	2	0	2	.....	.....	46	*9	*2,000	.....
156	Pittsfield	5–15	3,561	255	.....	.....	3,721	200	560,400	2,802	.....	.....	.....	.....	.....	87	.....	.....	.....
157	Quincy	5–15	4,377	.....	.....	.....	3,724	169	545,532	3,228	.....	.....	.....	8	77	85	.....	.....	.....
158	Salem	5–15	5,433	1,871	2,558	1,775	4,333	192	652,800	3,400	1	2	3	9	98	107	16	4,834	13
159	Somerville	5–15	7,191	667	4,720	4,400	9,120	195	1,288,560	6,608	*2	*3	*5	12	174	186	24	*8,083	13
160	Springfield	5–15	7,318	1,447	3,916	3,329	7,245	190	1,015,930	5,347	6	6	12	2	160	162	31	6,435	13
161	Taunton	5–15	4,479	557	(4,151)		4,151	190	625,670	3,293	*1	*0	*1	10	96	106	33	*4,645	.....
162	Waltham	8–14	1,747	1,060	1,183	1,226	2,409	181	357,584	1,975.6	3	2	5	8	64	72	14	2,896	13
163	Weymouth	5–15	1,783	12	1,086	1,168	2,254	192	326,784	1,702	2	0	2	9	45	54	20	2,550	13
164	Woburn	8–14	1,675	400	1,423	1,133	2,556	196	395,136	2,016	2	1	3	4	50	54	14	2,700	13
165	Worcester	5–15	15,790	2,500	8,469	7,786	16,255	185	2,169,495	11,727	4	3	7	33	346	379	53	16,338	14
	MICHIGAN.																		
166	Adrian*	5–21	2,594	350	747	775	1,522	194	202,282	1,063	1	2	3	3	29	32	5	1,750	12
167	Alpena*	5–20	4,233	1,000	845	928	1,773	184	230,407.5	1,252	1	1	2	3	29	32	7	1,449	12
168	Ann Arbor	5–20	3,073	300	1,209	1,097	2,306	190	357,430	1,832	1	0	1	7	43	50	7	2,380	12
169	Battle Creek	5–20	3,439	400	1,304	1,418	2,722	193	403,286	2,044	1	2	3	1	57	58	9	2,437	12
170	Bay City	.....	.....	2,000	2,084	2,311	4,395	190	606,577	3,193	3	1	4	6	92	98	11	*4,156	$12\frac{1}{2}$
171	Detroit*	5–20	80,500	.....	.....	.....	25,821	191	3,670,021	19,241	(9)		9	.....	.....	539	53	24,725	.....
172	Flint	5–20	2,771	250	1,000	1,010	2,010	185	296,000	1,600	2	1	3	2	39	41	7	1,898	13
173	Grand Rapids	5–20	22,163	3,285	6,431	6,721	13,152	186	1,874,600	10,100	4	3	7	10	294	304	35	15,190	12
174	Iron Mountain*	6–20	2,129	.....	.....	.....	2,129	200	205,140.5	1,070.2	1	0	1	0	26	26	4	1,200	12
175	Ironwood*	5–20	1,979	.....	.....	.....	1,288	200	178,800	894	(2)		2	2	20	22	.....	.....	.....
176	Ishpeming	.....	3,980	500	993	1,316	2,309	196	275,772	1,407	1	1	2	1	32	33	4	1,573	12

*Statistics of 1891–92.
a Average.
b Approximately.
c Includes 1 superintendent, 6 supervisors, 6 head masters, 23 masters, 9 special teachers of music, drawing, and physical training, and 1 principal of cooking schools.
d The high school was in session 190 days.
e The high school was in session 200 days.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MICHIGAN—continued.																		
	Jackson:																		
177	District No. 1	5–20	3,200	500	1,055	1,192	2,247	192	321,024	1,672	1	0	1	5	45	50	8	1,900	12
178	District No. 17 *	5–21	2,850	1,000	854	920	1,774	180	208,800	1,160	1	0	1	0	31	31	7	1,400	12
179	Kalamazoo	.....	.....	*640	1,609	1,773	3,382	187	511,815	2,549	1	1	2	1	73	74	9	4,000	12
180	Lansing*	5–20	4,296	300	1,437	1,548	2,985	183	318,963	2,011	.....	.....	.....	.....	.....	.....	11	2,378	12
181	Ludington*	5–20	2,708	.....	.....	.....	1,730	200	266,000	1,330	1	0	1	3	32	35	.....	.....	.....
182	Manistee	5–20	3,791	1,150	1,419	1,500	2,919	197	340,859	1,704	2	2	4	5	53	58	6	2,156	12
183	Marquette	5–20	2,868	450	857	890	1,747	192	212,341	1,106	0	2	2	3	28	31	6	1,665	12
184	Menominee	5–20	3,208	200	1,042	1,083	2,125	196	271,350	1,366	1	1	2	1	36	37	8	1,732	13
185	Muskegon	5–20	7,882	*750	.....	.....	4,712	177	631,005	3,565	6	2	8	3	107	110	23	3,800	12
186	Port Huron	5–20	5,903	750	1,338	1,287	2,625	200	357,665.5	1,788	1	0	1	1	50	51	12	2,580	12
	Saginaw:																		
187	East Saginaw*	.....	8,867	.....	.....	.....	4,842	192	620,384	3,752	(4)		4	13	104	117	.....	.....	.....
188	West Saginaw*	.....	6,096	.....	.....	.....	3,660	200	569,800	2,849	(4)		4	5	69	74	.....	.....	.....
189	West Bay City	.....	4,353	600	1,173	1,200	2,373	193	265,970	1,432	*2	*2	*4	*4	*54	*58	*9	*2,300	12½
	MINNESOTA.																		
190	Duluth*	.....	.....	1,500	.....	.....	5,365	185	724,460	3,916	.....	.....	.....	4	126	130	23	6,100	12
191	Mankato	5–20	2,180	900	870	730	1,600	178	210,574	1,183	2	0	2	5	28	33	6	1,650	12–13
192	Minneapolis	6–21	48,000	.....	12,577	12,915	25,492	197	3,723,300	18,900	5	50	55	7	543	550	47	21,000	12
193	St. Cloud*	.....	.....	.....	(1,033)		1,033	180	126,360	702	1	0	1	2	24	26	6	1,065	.....
194	St. Paul*	6–21	.....	.....	.....	.....	16,786	190	2,390,390	12,581	5	3	8	65	420	485	44	17,822	12
195	Stillwater*	.....	.....	300	.....	.....	2,054	165	264,825	1,605	.....	.....	.....	2	47	49	7	2,000	13
196	Winona	.....	.....	1,000	1,630	1,640	3,270	190	473,290	2,491	1	5	6	3	66	69	9	3,000	12
	MISSISSIPPI.																		
197	Meridian	.....	.....	.....	875	1,244	2,119	.....	.....	1,524	.....	.....	.....	2	42	44	3	.....	10
198	Natchez	.....	.....	*750	690	768	1,458	*180	a178,920	994	*3	*0	*3	2	26	28	*2	*1,500	10
199	Vicksburg	.....	.....	*900	505	805	1,310	*183	a149,877	819	*1	*0	*1	2	27	29	4	*1,793	.....

	MISSOURI.																		
200	Carthage	.....	.....	.....	1,047	1,210	2,257	176	300,884	1,709	.....	.....	.....	4	39	43	*7	2,080	.....
201	Hannibal	6–20	4,320	300	1,140	1,348	2,488	177	307,349	1,737	1	2	3	4	44	48	7	2,303	12
202	Joplin	6–20	*3,728	.....	1,334	1,440	2,774	180	331,191	1,839	1	0	1	8	38	46	.....	2,448	.....
203	Kansas City	6–20	42,920	3,000	8,710	9,607	18,317	180	2,141,280	11,896	4	*1	*5	42	276	318	35	19,000	11
204	Moberly	6–20	*3,993	*225	825	855	1,680	157	224,658	1,331	.....	.....	.....	6	21	27	*4	1,570	.....
205	Nevada	5–20	2,048	110	798	889	1,687	157	189,910	1,209	1	0	1	4	25	29	6	1,510	11
206	St. Joseph	6–20	21,411	1,200	3,439	3,824	7,263	198	963,110	5,069	1	0	1	14	145	159	25	7,000	12
207	St. Louis	6–20	153,909	25,000	31,493	33,676	65,169	*195	*b* 8,804,250	45,150	(*c* 60)		*c* 60	(1,266)		1,266	118	57,090	14½
208	Sedalia	6–20	4,120	200	1,445	1,551	2,996	180	417,060	2,317	1	0	1	4	52	56	9	2,493	12
209	Springfield	6–20	*7,123	600	2,553	2,643	5,196	160	490,069	3,090	1	0	1	5	57	62	10	4,000	12
	MONTANA.																		
210	Butte City*	6–21	4,500	250	1,484	1,546	3,030	189	366,312	1,940	4	1	5	4	50	54	15	2,523	14
211	Helena*	6–21	2,485	250	917	906	1,823	174	225,133	1,298.4	1	0	1	2	41	43	9	2,200	12
	NEBRASKA.																		
212	Beatrice	5–21	2,699	225	1,099	1,099	2,198	177	261,214	1,476	2	1	3	7	35	42	8	2,500	12
213	Grand Island*	5–21	2,228	.....	945	969	1,914	190	249,850	1,315	1	0	1	5	34	39	6	.....	.....
214	Hastings*	5–21	.....	100	753	786	1,539	177	187,373	1,058.6	3	0	3	1	26	27	5	1,385	12
215	Kearney	5–21	2,420	20	771	854	1,625	172	183,710	1,068	3	1	4	4	25	29	10	1,200	11
216	Nebraska City*	5–21	2,404	50	680	708	1,388	178	167,500	941	1	0	1	.....	.....	.....	10	1,400	12
217	Omaha	8–14	8,756	*4,000	7,486	7,741	15,227	200	2,157,800	10,789	2	14	16	13	298	311	40	14,165	.....
218	Plattsmouth	5–21	2,203	300	620	639	1,259	200	183,000	915	1	1	2	1	25	26	8	1,250	12
219	South Omaha	5–21	2,921	300	947	1,052	1,999	194	231,985	1,196	1	2	3	1	36	37	9	1,500	11
	NEVADA.																		
220	Virginia City*	6–18	2,557	253	797	778	1,575	200	231,800	1,159	0	0	0	3	27	30	6	.....	.....
	NEW HAMPSHIRE.																		
221	Concord	.....	.....	450	1,146	1,192	2,338	170	283,730	1,669	2	3	5	2	50	52	*12	*2,674	13
222	Dover	5–15	2,030	600	682	692	1,374	177	192,576	1,088	2	1	3	3	38	41	17	1,588	8
223	Manchester	.....	.....	4,000	2,181	2,117	4,298	173	490,801	2,837	2	1	3	9	78	87	22	4,000	13
224	Nashua	5–15	2,683	1,280	1,249	1,123	2,372	*165	*a* 297,792	1,804.8	3	1	4	3	60	63	17	2,729	13
225	Portsmouth	.....	.....	*250	652	657	1,309	190	194,180	1,022	3	0	3	4	31	35	12	*1,448	13
	NEW JERSEY.																		
226	Atlantic City*	5–18	2,725	233	.....	.....	2,115	190	324,520	1,708	.....	.....	.....	2	45	47	4	2,400	.....
227	Bayonne	5–18	4,495	600	1,746	1,654	3,400	198	408,000	1,993	6	1	7	0	63	63	7	2,550	8
228	Bridgeton*	5–18	3,110	161	.....	.....	2,126	200	279,000	1,395	.....	.....	.....	2	34	36	6	1,781	.....

* Statistics of 1891–92.
a Estimated.
b Approximately.
c Includes 1 superintendent, 3 assistant superintendents, 24 special teachers, and the 32 principals who are aided by head assistants.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW JERSEY—continued.																		
229	Camden	5–19	16,000	2,500	5,177	5,379	10,556	225	1,308,600	5,816.2	6	0	6	8	197	205	21	8,350	14
230	Elizabeth *	5–18	*10,058	*2,538	.....	.....	4,875	193	671,061	3,477	5	3	8	0	79	79	8	3,630	13
231	Harrison	5–18	2,690	1,000	321	390	711	210	105,000	590	0	0	0	3	8	11	1	470	8
232	Hoboken *	5–18	13,210	517	.....	.....	7,389	210	1,026,480	4,888	.....	.....	.....	10	129	139	6	6,090	.....
233	Jersey City	5–18	59,909	*6,941	11,687	11,754	23,441	193	3,028,556	15,692.6	16	20	36	3	407	410	24	18,118	12
234	Long Branch *	5–18	2,515	72	.....	.....	2,105	190	269,040	1,416	.....	.....	.....	6	31	37	8	2,190	.....
235	Millville *	5–18	2,961	128	.....	.....	1,974	200	249,000	1,295	.....	.....	.....	5	36	41	11	1,864	.....
236	Morristown *	5–18	2,205	787	518	517	1,035	200	155,600	778	1	1	2	2	21	23	2	900	12
237	New Brunswick *	5–18	4,872	1,055	.....	.....	2,546	192	350,016	1,823	1	0	1	1	49	50	6	2,410	.....
238	Newark	5–18	56,834	9,171	13,564	13,797	27,361	190	3,491,820	18,378	25	7	32	10	434	444	43	24,814	14
239	Orange	5–18	5,652	1,800	1,230	1,185	2,415	201	292,053	1,453	2	3	5	*5	*46	*51	7	2,086	13
240	Passaic	5–18	3,277	300	1,366	1,292	2,658	210	355,530	1,693	1	0	1	1	44	45	6	2,272	13
241	Paterson	5–20	21,404	2,500	.....	.....	13,443	200	1,723,000	8,615	18	4	22	3	246	249	19	11,672	13
242	Perth Amboy *	5–18	2,178	516	.....	.....	1,134	200	167,800	839	.....	.....	.....	3	16	19	3	998	.....
243	Phillipsburg	5–18	2,447	390	772	791	1,563	200	239,242	1,196.2	1	0	1	4	34	38	6	1,598	12
244	Plainfield	5–18	2,704	550	922	927	1,849	198	259,595	1,319.3	1	1	2	3	35	38	5	*1,838	13
245	Trenton	5–18	14,130	2,811	3,473	3,701	7,174	202	999,496	4,948	5	6	11	1	149	150	26	6,801	12
246	Union *a* *	5–18	3,206	450	1,053	1,130	3,183	217	320,509	1,477	1	1	2	3	31	34	1	1,598	11
	NEW YORK.																		
247	Albany	5–21	32,138	6,000	6,531	7,034	13,565	185	1,829,174	9,889	14	10	24	23	265	288	21	12,717	13
	Amsterdam:																		
248	District No. 8	5–21	2,300	580	391	361	752	195	91,197	469.3	1	0	1	1	13	14	1	650	9
249	District No. 11 *	5–21	2,476	.....	551	600	1,151	205	160,080	780	1	0	1	0	22	22	4	1,112	11
250	Auburn	5–21	7,689	1,350	1,734	1,780	3,514	188	531,756	2,828	3	7	10	5	100	105	15	3,900	12
251	Binghamton	5–21	9,648	531	2,845	2,950	5,795	195	855,208	4,386	1	2	3	8	128	136	15	5,920	12
252	Brooklyn	5–21	296,000	33,000	.....	.....	120,534	198	16,216,109	82,235	59	132	191	66	2,024	2,090	103	97,949	11½
253	Buffalo	5–21	99,200	16,762	19,818	19,761	39,579	192.8	5,010,764	26,062	46	9	55	13	844	857	61	32,392	13
254	Cohoes	5–21	10,036	2,000	.....	.....	2,414	200	314,600	1,573	1	0	1	1	48	49	10	2,300	13

255	Corning	5-21	2,091	*0			1,568	*199	b 207,159	1,041	1	1	2	0	26	26	3	*1,502	12
256	Cortland						967	193	135,256	701	1	0	1	0	17	17	*6	*990	
257	Dunkirk	5-21	3,450	636			1,371	191	200,496	1,049	1	0	1	1	44	45	10	1,300	13
258	Elmira	5-21	8,500	300	2,546	2,508	5,054	196	776,951	3,965	7	3	10	0	106	106	10	5,200	12
259	Flushing*	5-21		500			1,118	192	146,389	765.3	1	4	5	3	27	30	2	1,200	11
260	Glens Falls	5-21	2,175	275	647	713	1,360	193	151,435	793	1	0	1	0	28	28	4	1,200	12
261	Gloversville	5-21	4,000	45			2,864	200	381,737	1,978	*1	*1	*2	1	48	49	8	*2,118	
262	Hornellsville	5-21	3,331	300	912	980	1,892	195	282,943	1,455	1	1	2	1	40	41	4	1,694	12
263	Hudson	5-21	3,334	409	665	613	1,278	199	185,749	933	1	1	2	1	25	26	2	*1,500	11
264	Ithaca	5-21	2,900	400	987	1,023	2,010	192	292,323	1,523	1	0	1	2	36	38	6	*1,832	12
265	Jamestown	5-21	4,079	278	1,631	1,725	3,356	194	484,661	2,498	1	0	1	3	85	88	12	*2,800	13
266	Johnstown	5-21	2,278		720	843	1,563	191	211,902	1,109	1	1	2	1	24	25	4	1,400	10
267	Kingston School District	5-21	3,411	298	964	1,033	1,997	191	258,563	1,354	1	2	3	4	25	29	5	1,978	8
268	Lansingburg						1,836	*192	b 251,136	1,308	*1	*0	*1			50	5		
269	Little Falls	5-21	2,575	400	525	590	1,115	193	159,360	825.2	1	0	1	3	20	23	4	1,200	12
270	Lockport	5-21	4,800	500			2,832	200	442,867	2,259.5	*1	*0	*1			63	8	*3,100	
271	Long Island City	5-21	10,500	400			8,099	194	853,303	5,210	*5	*3	*8	1	124	125	8	*5,545	
272	Middletown	5-21	3,275	297	924	1,050	1,974	192	267,259	1,391.9	1	0	1	1	38	39	6	1,672	12
273	New Rochelle	5-21	2,626	50	875	738	1,613	195	211,463	1,085	1	2	3	0	31	31	3	1 450	9
274	New York	5-21	486,000	68,000	113,441	107,857	221,298	192	30,074,301	155,266	71	171	242	327	3,913	4,240	143	217,948	7½
275	Newburg	5-21	7,108	1,388			3,617	194	499,399	2,574	1	0	1	9	79	88	7	3,628	11
276	Ogdensburg	5-21	4,325	930			1,641	200	204,963	1,073				3	37	40	10		
277	Oswego	5-21	7,900	1,372			3,271	195	466,610	2,393				3	70	73	14		
	Peekskill:																		
278	District No. 7	5-21	1,103	*312	328	492	820	192	92,880	483.7	0	0	0	1	11	12	2	548	11
279	District No. 8	5-21	1,003	50	340	394	734	195	96,851	509	1	1	2	1	11	12	1	640	8
280	Port Jervis	5-21	2,967	67	980	1,002	1,982	192	275,291	1,434.2	1	1	2	2	40	42	5	1,836	12
281	Poughkeepsie	5-21	6,000	800			2,888	193	405,300	2,100	2	2	4	1	71	72	11	*2,622	12
282	Rochester	5-21	51,000	8,500	9,231	9,820	19,051	195	2,854,800	14,640	1	2	3	17	588	605	46	18,000	12
283	Rome	5-21	3,000	250			1,782	188	223,501	1,188.8						39	8		
284	Saratoga Springs	5-21	3,312	0	1,119	1,138	2,257	192	317,303	1,702	2	1	3	4	47	51	6	3,330	13
285	Schenectady	5-21	5,900	1,200			2,796	188	376,716	2,004	*1	*0	*1	1	55	56	6	*2,600	
286	Sing Sing	5-21	1,701	243			882	190	121,395	638.8	1	0	1	0	24	24	2	1,036	10
287	Syracuse	5-21	26,400	3,200	7,041	7,339	14,380	195	2,251,665	11,547	12	3	15	16	294	310	28	14,135	11
288	Tonawanda	5-21	2,351	450	700	769	1,469	195	176,507	906	1	0	1	1	25	26	4	1,200	13
289	Troy	5-21	22,000	3,000			6,675	188	873,343	4,584	1	0	1	13	158	171	19	8,000	13
290	Utica	5-21	15,500	1,550			7,261	190	814,000	4,284	3	2	5	6	175	181	21	6,950	14
291	Watertown	5-21	4,200	400	1,200	1,300	2,500	191	362,900	1,900	1	0	1	3	70	73	9	2,500	12
292	Yonkers	5-21	10,400	1,869			3,844	189	525,480	2,780.3						82	8		
	OHIO.																		
293	Akron	6-21	8,891	1,292	2,815	2,860	5,675	191	877,844	4,596	1	1	2	8	109	117	12	6,160	11
294	Alliance	6-21	2,149	85	756	851	1,607	191	228,054	1,194	3	0	3	9	24	33	6	1,650	11
295	Ashtabula	6-21	1,304				945	190	161,311	849						22	5		
296	Bellaire	6-21	3,063	*300			1,872	180	235,980	1,311	1	1	2	2	38	40	7	*1,750	
297	Canton	6-21	8,680				5,004	200	755,800	3,779	2	0	2	11	89	100			
298	Chillicothe	6-21	3,505	250	1,047	1,033	2,080	188	310,952	1,654	2	1	3	6	46	52	5	2,271	12
299	Cincinnati	6-21	84,166				37,648	200	5,926,800	29,634	*37	*1	*38			800	55	*39,600	
300	Cleveland	6-21	82,966		21,136	20,817	41,953	190	5,951,560	31,324	9	4	13	37	800	837	69	51,197	12

* Statistics of 1891-92.

a Post-office, Weehawken.

b Estimated.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	OHIO—continued.																		
301	Columbus	6-21	26,121	3,543	7,321	7,463	14,784	182	2,161,432	11,876	10	13	23	13	297	310	28	15,075	13
302	Dayton	6-21	18,918	2,066	.....	.....	10,505	200	1,702,940	8,514.7	.....	.....	5	.....	.....	262	27	.....	.....
303	Defiance	6-21	2,456	.....	.....	.....	1,508	200	193,200	966	.....	.....	.....	.....	.....	28	5	.....	.....
304	Delaware	6-21	2,095	300	718	809	1,527	185	212,571	1,185	1	2	3	2	30	33	7	.....	11
305	East Liverpool	6-21	4,180	.....	.....	.....	3,061	180	339,840	1,888	.....	.....	.....	0	39	39	8	.....	.....
306	Findlay	6-21	5,365	.....	.....	.....	3,849	180	520,920	2,894	.....	.....	.....	.....	.....	78	14	.....	.....
307	Fostoria	6-21	2,327	.....	.....	.....	1,483	190	219,830	1,157	.....	.....	.....	2	29	31	6	.....	.....
308	Hamilton	6-21	5,965	*1,000	.....	.....	2,883	200	443,600	2,218	*2	*0	*2	8	47	55	8	*2,620	.....
309	Ironton*	.....	.....	.....	1,101	1,168	2,269	183.5	349,119	1,905	1	0	1	2	44	46	6	2,300	.....
310	Lima	6-21	4,593	466	1,493	1,473	2,966	180	533,880	2,254	2	3	5	3	62	65	10	3,000	12
311	Mansfield	6-21	4,033	.....	.....	.....	2,642	180	382,860	2,127	.....	.....	.....	.....	.....	54	9	*2,860	.....
312	Marietta	6-21	2,711	900	869	970	1,839	182	280,826	1,543	1	0	1	6	31	37	9	1,900	12
313	Marion	6-21	2,450	*250	.....	.....	1,788	190	157,260	1,354	1	0	1	0	38	38	8	1,725	.....
314	Massillon	6-21	3,642	.....	.....	.....	1,827	200	288,600	1,443	.....	.....	.....	5	29	34	6	.....	.....
315	Middletown	6-21	2,595	.....	.....	.....	1,369	200	202,800	1,014	.....	.....	.....	3	32	35	4	.....	.....
316	Newark	6-21	4,332	335	1,243	1,366	2,609	184	375,912	2,043	1	1	2	4	60	64	11	3,160	12
317	Piqua	6-21	3,294	500	868	829	1,697	175	244,650	1,398	*3	*1	*4	3	36	39	7	2,478	12
318	Portsmouth	6-21	4,242	.....	.....	.....	2,445	190	332,500	1,750	.....	.....	.....	5	49	54	8	.....	.....
319	Sandusky	6-21	5,895	1,050	1,452	1,563	3,015	182	465,556	2,558	3	7	10	5	69	74	8	4,050	12
320	Springfield	6-21	9,162	1,431	2,714	2,712	5,426	194	858,450	4,425	2	2	4	19	109	128	17	5,903	12
321	Steubenville	6-21	4,475	700	1,139	1,100	2,239	191	338,356	1,769	1	0	1	4	51	55	6	.....	12
322	Tiffin	6-21	3,384	800	810	899	1,709	186	246,078	1,323	.....	.....	.....	5	34	39	4	1,800	12
323	Toledo	6-21	29,189	*4,500	.....	.....	13,612	200	2,111,000	10,555	2	0	2	.....	.....	253	35	*14,000	.....
324	Youngstown	6-21	10,925	2,000	2,844	3,032	5,876	135	600,480	4,448	3	3	6	11	99	110	23	5,292	9
325	Zanesville	6-21	6,470	.....	.....	.....	3,570	190	566,770	2,983	.....	.....	.....	4	82	86	6	.....	.....
	OREGON.																		
326	Portland	4-20	14,310	1,238	4,767	5,043	9,810	190	1,399,179	7,364.1	7	3	10	17	187	204	30	10,000	12

	PENNSYLVANIA.																		
327	Allegheny	.....	.....	.....	8,056	8,001	16,057	200	2,238,800	11,194	.....	.....	.....	24	278	302	23	13,400	.....
328	Allentown	.....	.....	300	2,240	2,264	4,504	196	472,876	3,331	1	0	1	15	70	85	12	5,580	11
329	Altoona	6-21	.....	2,000	2,835	2,989	5,824	180	728,280	4,046	1	2	3	14	111	125	11	5,200	12
330	Beaver Falls	.....	.....	150	871	965	1,836	180	297,360	1,652	1	0	1	0	38	38	4	1,900	.....
331	Braddock	.....	.....	.....	550	556	1,106	180	163,080	906	.....	.....	.....	7	20	27	.....	.....	.....
332	Bradford	.....	.....	30	802	961	1,763	160	243,360	1,521	1	0	1	1	40	41	6	1,975	.....
333	Butler	6-21	.....	400	980	998	1,978	160	225,329	1,397	1	3	4	4	31	35	5	1,890	13
334	Carbondale	6-21	.....	180	939	1,039	1,978	195	261,885	1,343	1	0	1	5	31	36	9	1,920	12
335	Chambersburg	.....	.....	75	792	756	1,548	180	250,740	1,393	.....	.....	.....	3	31	34	6	1,600	.....
336	Chester	6-21	.....	500	1,559	1,726	3,285	200	486,800	2,434	1	0	1	4	71	75	13	3,436	13
337	Columbia	.....	.....	250	982	1,027	2,009	180	269,280	1,496	1	0	1	1	32	33	5	1,840	.....
338	Denmore	6-21	.....	0	724	792	1,516	180	189,900	1,055	1	0	1	1	26	27	8	1,350	10
339	Easton	6-21	.....	160	1,234	1,310	2,544	196	385,104	1,965	0	0	0	11	52	63	10	2,958	11
340	Erie	6-21	13,600	3,300	3,057	3,112	6,169	192.5	852,503	4,446	1	0	1	4	165	169	16	5,987	11
341	Harrisburg	6-21	.....	600	3,644	3,893	7,537	195	972,766	5,033	1	0	1	18	117	135	20	7,900	13
342	Hazleton	6-21	.....	500	1,034	1,039	2,073	180	277,920	1,544	1	1	2	6	31	37	7	2,000	12
343	Homestead	.....	.....	.....	743	743	1,486	180	193,140	1,073	.....	.....	.....	2	29	31	.....	.....	.....
344	Johnstown	.....	.....	1,500	1,722	1,849	3,571	180	465,660	2,587	.....	.....	2	9	60	69	15	4,164	12
345	Lancaster	6-21	.....	300	2,463	2,424	4,887	200	719,600	3,598	1	0	1	7	82	89	13	4,630	12
346	Lebanon	.....	.....	400	1,080	1,298	2,378	180	294,840	1,638	1	0	1	5	41	46	9	2,700	13
347	McKeesport	.....	.....	500	1,843	1,827	3,670	180	480,490	2,672	*6	*1	*7	7	65	72	7	3,700	.....
348	Mahanoy City	.....	.....	250	1,080	1,187	2,267	180	264,240	1,468	.....	.....	.....	2	30	32	4	2,115	.....
349	Meadville	.....	.....	300	926	1,005	1,931	180	273,240	1,518	1	2	3	0	45	45	4	2,140	12
350	Mount Carmel	.....	.....	.....	729	740	1,469	180	153,540	853	0	0	0	5	19	24	5	1,600	10
351	Nanticoke	.....	.....	250	742	693	1,435	180	183,960	1,022	.....	.....	.....	3	25	28	5	1,200	.....
352	Newcastle	.....	.....	300	1,209	1,161	2,370	175	328,125	1,875	.....	.....	.....	5	48	53	6	2,500	.....
353	Norristown	.....	.....	400	1,314	1,401	2,715	200	386,000	1,930	2	0	2	6	52	58	6	2,800	11
354	Oil City	.....	.....	460	996	1,060	2,056	180	275,040	1,528	.....	.....	.....	3	42	45	8	2,020	.....
355	Philadelphia	6-21	.....	40,000	70,697	68,719	139,416	201	a20,446,725	b101,725	31	45	76	126	2,752	2,878	274	127,406	12
356	Phœnixville	6-21	.....	300	530	566	1,096	190	150,290	791	2	0	2	2	23	25	4	1,260	12
357	Pittsburg	.....	.....	.....	16,651	17,164	33,815	200	4,951,800	24,759	.....	.....	.....	42	653	695	67	31,000	.....
358	Pittston	.....	.....	*720	663	764	1,427	180	174,780	971	*3	*0	*3	2	25	2 7	*5	*1,550	.....
359	Plymouth	.....	.....	500	636	750	1,386	176	165,440	940	1	0	1	4	21	25	4	1,300	11
360	Pottstown	6-21	3,000	200	1,380	1,355	2,735	200	383,000	1,915	1	0	1	7	44	51	20	2,715	12
361	Pottsville	.....	.....	300	1,364	1,250	2,614	200	369,400	1,847	.....	.....	.....	8	45	53	9	2,500	.....
362	Reading	.....	.....	1,800	4,397	4,413	8,810	200	1,486,200	7,431	.....	.....	.....	7	198	205	31	9,450	.....
363	Scranton*	6-21	.....	2,500	5,466	5,888	11,354	191	1,573,267	8,237	1	1	2	22	194	216	34	9,887	12
364	Shamokin	.....	.....	960	1,617	1,646	3,263	180	435,060	2,417	.....	.....	.....	11	42	53	6	2,816	.....
365	Shenandoah	6-21	4,000	250	1,256	1,447	2,703	180	354,240	1,968	1	2	3	8	39	47	8	2,859	11
366	South Bethlehem	.....	.....	650	1,105	1,062	2,167	200	377,600	1,888	*1	*0	*1	11	32	43	6	2,136	.....
367	South Chester	.....	.....	.....	540	591	1,131	180	165,780	921	.....	.....	.....	4	24	28	.....	.....	.....
368	Steelton	.....	.....	225	746	768	1,514	180	237,608	1,320	*1	*0	*1	16	17	33	6	1,680	12
369	Titusville	.....	.....	375	785	814	1,599	190	226,290	1,191.3	2	5	7	2	37	39	5	.....	11

* Statistics of 1891-92.

a Estimated.

b The number, "including the sick," was 111,774; the figures in the table were estimated upon the ratio borne by this item to the "number excluding the sick" in the previous year.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	PENNSYLVANIA—continued.																		
370	West Chester	.....	.....	200	559	640	1,199	200	159,400	797	1	0	1	4	25	29	3	1,044	12
371	Wilkesbarre	.....	.....	1,200	3,115	3,315	6,430	186	865,558	4,653	3	2	5	21	100	121	16	6,206	11
372	Williamsport	6-21	7,300	1,260	2,296	2,424	4,720	180	619,960	3,429	1	0	1	18	80	98	16	5,078	12
373	York	5-20	6,958	520	1,843	1,671	3,514	180	445,407	2,474	1	0	1	19	49	68	14	3,500	12
	RHODE ISLAND.																		
374	Central Falls*	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	2	2	1	38	39	.....	.....	.....
375	Newport	5-15	3,696	1,141	1,091	1,128	2,219	*194	*323,592	*1,668	1	0	1	5	65	70	11	2,480	14
376	Pawtucket	5-16	6,017	1,590	2,498	2,329	4,827	196	585,454.5	2,961	3	2	5	11	99	110	23	5,000	13
377	Providence	5-15	25,823	3,700	11,156	10,864	22,020	185.5	2,571,326.8	13,861.6	15	19	34	18	416	434	68	20,700	13
378	Woonsocket	5-15	5,463	1,200	2,060	1,812	3,872	.....	364,185	2,030	1	2	3	3	58	61	16	2,614	13
	SOUTH CAROLINA.																		
379	Charleston	6-16	6,500	1,460	2,242	2,798	5,040	192	936,384	4,877	6	6	12	7	101	108	6	5,000	10
380	Columbia	6-18	2,950	600	985	1,179	2,164	172	265,478	1,544	1	0	1	5	25	30	4	1,300	10
	SOUTH DAKOTA.																		
381	Sioux Falls*	6-20	2,162	140	845	861	1,706	173	203,970	1,179	1	0	1	2	34	36	8	1,520	12
	TENNESSEE.																		
382	Chattanooga*	6-21	6,907	1,800	2,256	2,333	4,589	177	496,288	2,804	1	1	2	11	74	85	7	3,847	11
383	Clarksville	.....	3,212	.....	760	927	1,687	192	230,208	1,199	.....	.....	.....	4	23	27	2	.....	.....
384	Knoxville	6-21	10,232	390	1,505	1,697	3,202	189	464,421	2,457	5	1	6	19	44	63	11	2,820	11
385	Memphis	6-21	17,831	1,000	3,602	3,829	6,831	180	769,597	4,166	1	0	1	10	108	118	13	5,000	10
386	Nashville	.....	28,817	.....	4,862	5,767	10,629	187	1,593,801	8,523	.....	.....	.....	38	167	205	18	*7,558	.....

	TEXAS.																	
387	Austin	8–18	4,894	1,382	1,487	1,681	3,163	175	a378,350	*2,162	*1	*0	*1	*5	*67	*72	13	3,168	11
388	Dallas	7–21	7,545	*500	2,401	2,774	5,175	169	609,280	3,604.6	2	0	2	22	69	91	13	4,817	11
389	Denison	8–16	2,095	220	959	1,085	2,044	175	234,340	1,339	1	0	1	2	33	35	9	1,735	11
390	El Paso*	6–18	1,312	.....	407	407	814	.....	87,987	*533	1	0	1	2	15	17	5	872	11
391	Forth Worth	7–20	5,567	*610	1,443	1,821	3,264	*176	a431,904	2,454	.....	.....	3	14	52	66	11	*2,950	11
392	Galveston*	8–16	8,943	1,800	2,161	2,401	4,562	180	584,280	246	5	1	6	13	78	91	11	4,423	12
393	Houston	8–16	7,054	500	1,846	2,204	4,050	174	517,650	2,975	1	0	1	22	52	74	14	3,161	11
394	Laredo*	8–16	2,361	.....	528	560	1,088	.....	82,833	.....	1	0	1	2	11	13	9	612	9
395	Paris	6–18	2,464	100	865	1,159	2,024	180	181,478	1,007	1	0	1	6	29	35	3	1,448	11
396	San Antonio*	6–18	11,203	.....	2,320	2,719	5,039	182.2	625,434	3,432.7	8	4	12	11	55	66	12	3,412	11
397	Waco	7–18	4,963	.....	1,421	1,621	3,042	180	321,241	1,901	0	1	1	7	47	54	11	2,618	11
	UTAH.																	
398	Ogden City	6–18	3,885	477	1,660	1,670	3,330	173	366,933	2,121	*1	*1	*2	8	43	51	*12	.....	.....
399	Salt Lake City	6–18	10,551	*2,086	4,383	4,485	8,868	177	1,061,203	5,995.5	7	4	11	14	132	146	41	.....	12
	VERMONT.																	
400	Burlington	5–20	4,126	1,238	1,072	945	2,017	b 176.5	253,734	1,431	2	1	3	3	40	43	10	.....	.....
401	Rutland	5–20	2,119	550	805	867	1,672	190	184,972	1,007	1	2	3	1	32	33	6	1,365	13
	VIRGINIA.																	
402	Alexandria	5–21	4,823	*600	913	854	1,767	196	289,884	1,479	1	0	1	8	24	32	5	1,650	10
403	Danville	5–21	3,578	496	843	849	1,692	190	204,440	1,076	3	0	3	4	29	33	3	1,400	11
404	Lynchburg	5–21	6,748	350	1,479	1,910	3,389	193	495,431	2,567	1	1	2	12	52	64	10	2,950	10
405	Manchester	.....	.....	.....	702	858	1,560	160	152,800	955	1	0	1	5	16	21	2	1,000	.....
406	Norfolk	5–21	10,000	.....	1,424	1,493	2,917	187	219,022	1,706	1	0	1	6	30	36	8	3,000	4
407	Petersburg	5–21	7,450	500	1,442	1,772	3,214	186	440,634	2,369	1	0	1	2	46	48	9	2,350	11
408	Portsmouth	.....	.....	.....	731	769	1,500	198	217,998	1,101	1	0	1	2	22	24	3	1,212	.....
409	Richmond	.....	.....	*2,500	5,299	6,427	11,726	183	1,722,945	9,415	*18	*0	*18	29	210	239	18	10,810	.....
410	Roanoke	.....	.....	.....	1,436	1,683	3,119	175	258,650	1,478	.....	.....	.....	7	31	38	7	2,450	.....
	WASHINGTON.																	
411	Seattle	5–21	9,865	.....	3,305	3,121	6,426	190	895,983	4,715.7	5	0	5	18	111	129	21	7,448	12
412	Spokane Falls	5–21	4,610	225	1,631	1,577	3,208	190	394,809	2,077	1	2	3	2	56	58	10	2,692	12
413	Tacoma	5–21	7,023	*1,050	2,597	2,567	5,164	200	763,763	3,819	8	4	12	1	122	123	15	5,500	12
	WEST VIRGINIA.																	
414	Huntington	6–21	3,062	100	920	1,000	1,920	158	196,495	1,254	1	0	1	4	34	38	7	2,100	12
415	Parkersburg	6–21	3,426	400	1,102	1,256	2,358	184	320,896	1,744	1	0	1	9	39	48	6	.....	13
416	Wheeling	6–21	11,358	1,000	2,721	2,734	5,455	196	833,000	4,250	3	5	8	3	123	126	10	5,000	11

* Statistics of 1891–92. a Estimated. b Average.

TABLE 1.—*Statistics of school population, enrollment, attendance, supervisors, teachers, etc.*—Continued.

	City.	School census age.	Number of children of school census age.	Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.
					Male.	Female.	Total.				Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	WISCONSIN.																		
417	Appleton	4-20	4,303	1,318	1,043	1,009	2,052	174	244,487.5	1,403	2	1	3	9	43	52	9	2,600	12
418	Ashland*	4-20	2,994	300	726	767	1,495	180	180,612	1,000	1	0	1	4	25	29	9	1,300	12
419	Chippewa Falls	4-20	3,338	900	614	662	1,276	180	162,125.2	926	2	0	2	3	32	35	8	1,300	12
420	Eau Claire	4-20	6,026	800	1,769	1,730	3,499	180	445,095	2,601	1	0	1	9	60	69	16	3,146	12
421	Fond du Lac	4-20	4,624	380	1,150	1,181	2,331	195	336,744	1,631	*1	*0	*1	3	43	46	13	*2,750	12
422	Green Bay	4-20	3,035	750	808	780	1,588	199	218,253	1,108	1	0	1	1	27	28	6	1,454	12
423	Janesville	4-20	4,182	221	935	947	1,882	180	257,175	1,395	1	1	2	1	45	46	7	2,000	12
424	La Crosse	4-20	8,609	871	2,425	2,445	4,870	194	644,671	3,322.5	1	1	2	8	85	93	15	4,437	13
425	Madison*	4-20	4,492	1,000	1,005	1,032	2,037	185	277,807	1,502	2	1	3	2	45	47	9	2,070	12
426	Milwaukee	4-20	80,116	17,565	15,749	15,265	31,014	195	4,179,531	22,863	37	2	39	37	545	582	40	29,496	12
427	Oshkosh	4-20	8,521	1,700	1,574	1,568	3,142	190	407,964	2,147	2	1	3	9	59	68	10	3,300	12
428	Racine	4-20	8,567	1,200	1,881	1,953	3,834	195	564,303	2,800	1	0	1	9	65	74	9	3,098	12
429	Sheboygan	4-20	7,873	1,251	1,546	1,536	3,082	200	401,438.5	2,069	2	0	2	9	58	67	8	3,200	12
430	Superior	4-20	4,903	560	2,018	1,968	3,986	190	451,060	2,374	3	7	10	5	88	93	16	3,900	11
431	Wausau	4-20	3,176	550	(2,000)		2,000	178	*226,865	*1,268	1	0	1	3	28	31	9	1,660	12
	WYOMING.																		
432	Cheyenne	.....	.....	50	579	564	1,143	.....	140,159	869	1	0	1	0	29	29	5	1,100	12

* Statistics of 1891-92.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants.*

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year.a	Expenditures for the school year 1892-3.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total. b
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ALABAMA.												
1	Birmingham	$275,000	$8,818	$38,316	$7,316	$1,372	$55,822	$56,361	$836	$43,866	$8,099	.....	$53,801
2	Huntsville*	5,000	1,792	1,859	.....	292	3,943	3,943	456	3,166	321	0	3,943
3	Mobile	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Montgomery*	100,000	4,400	15,000	.....	3,444	22,844	23,011	.....	.....	.....	.....	22,658
	ARKANSAS.												
5	Fort Smith	*190,000	2,400	15,000	1,300	200	18,900	37,900	.....	32,000	3,000	.....	35,000
6	Hot Springs	50,000	300	15,000	0	0	0	17,000	12,000	15,000	1,500	.....	.....
7	Little Rock	275,500	10,135	.....	71,105	211	81,451	86,883	21,205	39,410	12,075	.....	72,690
	CALIFORNIA.												
8	Alameda	192,238	33,935	23,198	10,834	51	68,018	69,564	3,230	49,687	208,619	$614	262,150
9	Fresno*	100,000	8,589	16,229	12,736	.....	37,554	.....	2,532	26,201	7,417	.....	36,150
10	Los Angeles	750,520	140,734	51,728	55,363	1,730	249,555	249,555	36,576	171,295	39,253	810	247,934
11	Sacramento	536,600	42,774	42,388	18,435	.....	103,597	132,276	1,413	79,619	24,457	1,009	106,489
12	San Diego	189,050	21,593	42,352	16,364	382	80,691	92,240	.....	59,961	12,920	.....	72,881
13	San Francisco	*4,932,754	600,000	500,000	.....	.....	.....	1,151,000	75,000	837,000	215,000	.....	1,127,000
14	San Jose	236,450	38,975	16,906	19,957	575	76,413	103,981	4,402	63,622	18,467	816	87,397
15	Stockton	268.434	27.010	28,849	13,050	5,938	74,847	81,532	12,351	48,828	12,203	0	73,382
	COLORADO.												
16	Colorado Springs	300,000	11,973	50,159	.....	512	62,644	125,125	54,204	42,963	27,958	0	125,125
	Denver:												
17	District No. 1	2,000,000	124,118	250,710	.....	1,669	376,497	448,052	128,385	163,144	50,532	.....	342,061
18	District No. 2	575,000	7,500	82,423	59,105	1,475	150,503	202,187	89,173	75,418	35,284	0	199,875
19	District No. 17	423,000	5,481	(118,097)		.....	123,578	201,475	90,132	51,631	28,117	500	170,380

*Statistics of 1891-92.

a Including balances from previous year, and receipts from bonds and loans. b Not including amounts paid on the principal of bonds and loans.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year.[a]	Expenditures for the school year 1892-93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.[b]
	1	2	3	4	5	6	7	8	9	10	11	12	13
	COLORADO—continued.												
	Pueblo:												
20	District No. 1	$250,000	$29,019	($62,460)		$45	$91,524	$188,963	$14,110	$40,743	$39,107	.....	$93,960
21	District No. 20	189,642	.....	.....	.....	.....	64,939	112,696	.....	.....	.....	.....	95,343
	CONNECTICUT.												
22	Ansonia	*a* 90,000	5,375	23,472	.....	.....	28,847	28,847	.....	21,989	6,858	.....	28,847
23	Bridgeport	697,859	29,000	110,206	.....	1,325	140,531	140,531	.....	92,517	47,542	$472	140,531
24	Danbury	*a* 165,100	9,974	*b* 23,306	*c* 24,844	2,319	60,443	.....	24,377	29,198	15,394	.....	69,469
25	Hartford	*a* 1,238,000	24,163	*b* 121,436	*c* 79,195	14,008	238,802	.....	26,272	151,217	69,323	.....	246,812
26	Meriden	343,928	13,813	*b* 27,749	*c* 50,035	12,009	103,606	103,606	16,837	55,270	31,152	.....	103,259
27	Middletown	*a* 40,000	3,917	*b* 11,475	*c* 7,362	2,712	25,466	25,466	.....	14,282	6,277	.....	20,559
28	New Britain	*a* 263,000	9,945	27,601	.....	1,484	39,030	.....	.....	28,540	11,090	.....	39,630
29	New Haven	1,000,000	44,043	78,368	63,426	12,439	198,276	380,913	41,506	219,624	91,557	1,977	354,664
30	New London	300,000	6,096	29,350	.....	8,809	44,255	82,555	38,429	24,184	13,927	350	76,890
31	Norwalk	*a* 110,700	8,656	*b* 21,720	*c* 27,662	890	58,928	.....	.....	32,463	15,613	.....	48,076
32	Norwich	*a* 167,000	3,451	*b* 3,637	*c* 22,382	1,283	30,753	.....	.....	22,180	8,408	.....	30,588
33	Stamford	*a* 142,800	8,210	38,542	.....	1,438	48,190	.....	.....	41,674	8,716	.....	50,390
34	Waterbury	*a* 450,000	19,944	93,588	.....	1,518	115,050	.....	.....	67,968	59,464	.....	127,432
	DELAWARE.												
35	Wilmington	559,517	13,000	144,975	0	3,190	161,165	167,527	16,804	106,391	27,937	401	151,533
	DISTRICT OF COLUMBIA.												
	Washington:												
36	First six divisions	.....	.....	.....	.....	.....	.....	.....	} 42,270	617,105	194,432	6,438	860,245
37	Seventh and eighth divisions	.....	.....	.....	.....	.....	.....	.....					
	FLORIDA.												
38	Key West	19,100	5,258	.....	10,389	542	16,189	21,480	.....	12,436	1,590	.....	14,026
39	Pensacola	40,000	.....	.....	.....	.....	.....	.....	2,611	10,916	1,898	0	15,425

	GEORGIA.												
40	Athens	30,000	3,940	11,100	952	.....	.....	15,992	900	14,081	1,011	0	15,992
41	Atlanta	384,030	21,743	.....	.....	.....	.....	152,778	32,129	108,994	11,655	.....	152,778
42	Brunswick*	50,000	5,337	8,000	2,000	.....	15,337	.....	.....	.....	.....	.....	15,009
43	Columbus	160,000	7,016	.....	.....	.....	.....	28,522	.....	25,222	3,300	.....	28,522
44	Macon	120,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Savannah*	400,000	22,018	79,862	10,730	.....	112,611	113,564	26,749	79,757	6,991	.....	113,497
	ILLINOIS.												
46	Belleville	130,100	3,908	35,647	.....	369	39,924	48,230	5,890	30,851	8,382	.....	45,123
47	Bloomington	315,000	5,638	53,846	0	529	60,013	74,297	1,707	41,107	17,392	0	60,206
48	Cairo	117,500	2,141	0	25,873	24	28,038	30,232	14,481	*d* 8,594	5,605	0	28,680
49	Chicago	11,700,000	69,681	5,570,239	0	323,474	5,963,394	6,973,651	1,370,271	2,796,271	971,682	112,306	5,250,530
50	Danville	202,000	2,703	.....	.....	40,595	43,298	55,360	252	26,461	11,293	.....	38,006
51	Decatur	216,913	4,907	54,760	0	105	59,772	108,729	47,209	34,294	12,572	0	94,075
52	East St. Louis	121,000	.....	.....	.....	.....	.....	42,449	.....	25,080	10,049	.....	35,129
53	Elgin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	Freeport*	95,739	2,366	30,754	.....	376	33,496	44,103	11,808	21,220	9,024	.....	42,052
55	Galesburg*	151,183	3,422	35,204	.....	.....	38,626	.....	1,042	26,982	6,249	.....	34,273
56	Jacksonville	152,650	.....	.....	.....	.....	.....	43,456	2,929	22,445	3,242	.....	28,616
57	Kankakee	104,000	2,136	32,190	.....	1,238	35,564	56,220	14,320	15,640	7,282	.....	37,242
58	La Salle*	55,000	2,000	17,000	.....	.....	19,000	.....	13,000	12,640	3,700	0	29,340
59	Moline	169,500	.....	.....	.....	312	54,504	72,720	9,454	31,759	13,672	.....	54,885
60	Ottawa*	56,500	2,868	(28,669)		221	31,758	42,474	278	23,470	18,726	.....	42,474
61	Peoria	550,000	10,362	104,884	.....	4,329	119,575	274,233	81,000	82,406	38,240	.....	201,646
62	Quincy	252,025	7,940	59,146	.....	30	67,116	71,503	15,012	42,708	13,130	.....	70,850
63	Rock Island	172,000	3,517	65,611	.....	687	69,815	141,385	23,423	31,877	11,477	.....	66,777
64	Rockford	308,506	5,418	59,267	.....	1,304	65,989	66,557	.....	49,227	14,183	652	64,062
65	Springfield	277,372	6,658	67,276	342	1,409	75,685	94,688	8,909	55,290	10,761	250	75,210
	INDIANA.												
66	Evansville	442,500	.....	.....	.....	.....	138,671	181,017	21,310	95,759	24,123	1,013	142,205
67	Fort Wayne	278,900	44,884	.....	50,200	75	95,159	153,655	5,640	62,020	13,329	.....	72,666
68	Indianapolis*	1,298,300	100,184	198,031	.....	49,150	347,365	.....	47,028	234,201	84,680	.....	365,909
69	Jeffersonville*	75,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	Kokomo	93,400	10,069	25,342	.....	.....	35,411	61,208	16,734	16,187	7,721	.....	40,642
71	La Fayette	.....	29,196	13,735	.....	469	43,400	77,101	.....	32,024	15,213	.....	47,237
72	Logansport*	160,000	.....	.....	.....	.....	27,106	36,823	7,000	18,917	6,536	0	32,453
73	Marion	160,000	14,792	32,839	0	0	47,631	82,343	34,500	23,014	12,706	0	70,220
74	Michigan City*	65,500	15,521	7,901	0	81	23,503	40,098	1,500	12,009	6,085	0	19,594
75	Muncie	209,000	.....	.....	.....	.....	51,164	81,974	13,537	24,179	13,621	.....	51,337
76	New Albany	210,650	35,135	.....	10,864	.....	45,999	73,536	22,583	29,098	6,721	.....	58,402
77	Richmond	265,500	.....	.....	.....	.....	73,012	125,180	12,111	37,913	16,086	.....	66,110
78	Terre Haute	358,600	61,129	3,756	52,237	2,006	119,128	150,842	8,989	76,403	20,516	0	105,908

* Statistics of 1891–92.
a Sites and buildings only.
b District taxes.
c Town taxes.
d A similar amount is still due upon "teachers' grades."

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year. *a*	Expenditures for the school year 1892-93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total. *b*
	1	2	3	4	5	6	7	8	9	10	11	12	13
	IOWA.												
79	Burlington	$200,000	$5,918	0	$75,101	$1,000	$82,019	$94,313	$22,333	$56,506	$11,474	0	$90,313
80	Cedar Rapids	263,200	7,515	$(68,402)		596	76,513	116,798	12,027	41,065	22,023	$300	75,415
81	Clinton*	160,000	2,956	36,189		401	39,546	46,398		26,730	14,878		41,608
82	Council Bluffs	400,000	11,359		71,719	2,126	85,204	151,161	29,767	50,734	21,844	0	102,345
83	Davenport	335,000	9,897		91,947	5,546	107,390	139,580	21,646	67,399	25,011	392	114,448
	Des Moines:												
84	East Side	263,000	2,531	56,838		1,632	61,001	71,190	13,725	35,275	24,224		73,224
85	North Side	32,200	1,536				21,472			14,639	5,019	0	19,658
86	West Side	500,000	10,887	102,615		31,662	145,164	153,929	20,044	77,467	26,418		123,929
87	Dubuque	248,221	11,273	76,796		53	88,122	94,587	27,000	50,687	16,403		94,091
88	Fort Madison												
89	Keokuk*	140,000								29,893			
90	Marshalltown	135,000	3,751	43,966		5,662	53,379	64,038	6,683	28,734	16,257		51,674
91	Muscatine*	115,000	4,069	31,962		226	36,257	36,758		26,492	10,951		37,443
92	Ottumwa	140,000											
93	Sioux City	725,000	15,693		169,931	2,538	188,162	320,829	105,014	92,276	48,470		245,760
	KANSAS.												
94	Atchison	150,000	4,475		38,573	1,258	44,306	93,245	0	21,862	27,359		89,438
95	Emporia*	90,000								20,899			25,512
96	Fort Scot	110,000	4,362	16,009		1,661	22,032	31,204	2,331	20,657	5,985		28,973
97	Hutchinson*	105,500	2,635	31,880	0	0	34,515	37,463	37	17,918	12,940		30,895
98	Kansas City*	275,000	11,668		65,553	207	77,428	77,428		37,293	9,607		46,900
99	Lawrence	* 145,000	3,682		26,707	2,792	33,181	37,350		22,149	12,192		34,341
100	Leavenworth*	190,000	7,041	38,388		3,823	49,252	56,354		*a* 36,681	*a* 9,993		46,674
101	Topeka*	350,000								62,412			142,392
102	Wichita	300,000	6,440					105,600		61,050			95,789

	KENTUCKY.												
103	Bowling Green	32,000	7,000	11,000				18,300		13,500	3,500		17,000
104	Covington	218,977	32,920	38,605	971	1,032	73,528	94,990	0	54,309	19,640	0	73,949
105	Frankfort	55,500	7,011	4,462		7,165	18,638	18,977		14,415	2,632		17,047
106	Henderson	49,200	7,389	12,802			20,191						
107	Lexington	*150,000	22,891	15,282			38,173		*0	*36,330	*4,033	*0	*40,363
108	Louisville	1,224,008	175,640	271,323		8,412	455,375	534,294	43,482	343,898	64,692		452,072
109	Newport	243,000	24,329	124,091			148,420	148,420					
110	Owensboro	100,000	7,399	17,328		4,506	29,233	41,174	14,598	17,985	2,729		35,312
111	Paducah	112,000	15,926	16,715		326	32,967	42,243	6,405	18,752	8,714		33,871
	LOUISIANA.												
112	New Orleans	*1,000,000	22,475	275,500					28,016	263,539			
	MAINE.												
113	Auburn*	100,000	7,836	20,500			28,336	28,336	2,000	21,000	5,336		28,336
114	Augusta	*90,000	7,600	8,000					*1,198	*17,635	*8,693	*236	*27,762
115	Bangor*	125,000	10,987	37,300	0	798	49,085	49,085	835	34,970	12,666	0	48,471
116	Bath	100,000	6,936	14,000	0	228	21,164	21,164	764	16,481	3,919	0	21,164
117	Biddeford*	110,000	9,356	20,000			29,356	29,356		23,708	6,770	525	31,003
118	Lewiston	260,800	19,132	29,198		426	48,756	48,756	3,847	27,919	15,391	1,500	48,657
119	Portland	*500,000	26,065	140,935			167,000	167,000	62,692	76,977	26,365	966	167,000
120	Rockland*	52,247	5,268	11,500	0	40	16,808	19,865		14,248	3,108		17,356
	MARYLAND.												
121	Baltimore	3,008,253	213,942	861,015	0	46,076	1,121,033	1,121,033	95,177	803,447	217,152	5,257	1,121,033
122	Frederick									6,813	1,695	0	8,508
123	Hagerstown	57,000	4,143		10,358		14,501	14,501	301	11,952	2,248		14,501
	MASSACHUSETTS.												
124	Adams	*112,000							1,200	19,200	5,750		26,150
125	Amesbury								132				15,702
126	Beverly												30,311
127	Boston	9,177,700	0	2,522,848	0	37,744	2,560,592	2,560,592	569,801	1,445,064	494,123	51,604	2,560,592
128	Brockton								21,090				115,409
129	Brookline	450,000		87,750				87,750		55,639	31,704	525	87,868
130	Cambridge								94,326	*200,248	*52,553	*1,462	362,712
131	Chelsea	440,600		108,850		3,234	112,084	112,084	21,139	65,081	24,587	1,237	112,044
132	Chicopee			28,825		105	28,930	28,930		19,672	7,411	1,847	28,930
133	Clinton	145,000	0	35,500				35,500	6,029	19,469	9,477	525	35,500
134	Everett								32,773				79,255
135	Fall River	*751,000		*209,538		*4,540	*214,078	*215,328		*130,708	*49,653	*11,528	210,139
136	Fitchburg	388,823	0	84,164	0	90	84,254	156,669	74,680	57,910	21,675	2,404	156,669
137	Framingham		0	26,500		1,165				23,000		750	28,415
138	Gloucester	258,900		76,427	0	0	0	76,427		53,007	23,420	0	76,427
139	Haverhill		0	0	0	0	0	0		60,672	17,388	*b* 1,865	103,423
140	Holyoke	390,646		139,016				139,016	34,810	73,469	25,406	5,331	139,016

* Statistics of 1891–92.

a Salaries of janitors are reported with teachers' salaries.

b Included in columns 10 and 11.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year.[a]	Expenditures for the school year 1892-93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.[b]
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MASSACHUSETTS—continued.												
141	Hyde Park	$115,000	.....	$39,450	.....	.....	$39,450	$40,129	$2,855	$27,315	$8,140	$988	$39,298
142	Lawrence	430,862	0	103,573	0	$120	103,693	103,693	40,219	79,459	24,234	a 2,366	143,912
143	Lowell	*884,670	.....	225,000	.....	20,960	245,960	447,641	137,906	158,208	85,805	26,637	408,556
144	Lynn	907,700	0	178,680	0	870	179,550	179,551	.....	125,440	45,865	4,151	179,551
145	Malden	464,575	0	86,757	0	0	86,757	105,707	18,950	63,674	21,100	1,983	105,707
146	Marlboro	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35,800
147	Medford	.....	.....	.....	.....	.....	.....	.....	1,399	.....	.....	.....	52,946
148	Melrose	.....	.....	.....	.....	.....	.....	.....	25,428	.....	.....	.....	66,498
149	Natick	.....	*0	*30,300	*0	*180	*30,480	*30,480	.....	*21,000	*6,646	*298	29,620
150	New Bedford	702,000	.....	167,623	$1,274	3,060	171,957	177,989	39,504	94,233	31,822	6,814	172,373
151	Newburyport	95,000	0	26,736	0	992	27,728	27,728	1,500	21,712	4,265	251	27,728
152	Newton	633,600	0	160,641	2,549	.....	.....	163,190	34,073	102,377	25,922	818	163,190
153	North Adams	175,500	.....	45,500	274	.....	.....	46,774	4,833	26,168	11,047	2,000	44,048
154	Northampton	155,000	.....	44,246	700	500	45,446	45,446	0	31,746	13,648	1,273	46,667
155	Peabody	*150,000	*0	*30,500	*0	*887	*31,387	*31,387	3,268	*23,446	*11,398	*0	39,717
156	Pittsfield	.....	.....	.....	.....	.....	.....	.....	12,200	.....	.....	.....	65,613
157	Quincy	.....	.....	.....	.....	.....	.....	.....	2,800	.....	.....	.....	73,917
158	Salem	384,500	.....	108,891	2,012	495	111,398	111,398	10,988	72,367	25,654	2,389	111,398
159	Somerville	636,726	.....	167,411	.....	.....	167,411	167,411	11,478	110,127	44,035	1,771	167,411
160	Springfield	903,043	0	188,439	0	1,134	189,573	189,573	23,139	116,169	45,328	4,462	189,098
161	Taunton	*320,000	.....	83,435	.....	1,563	84,998	84,998	.....	63,523	19,494	1,036	84,983
162	Waltham	196,914	0	60,205	0	0	.....	60,205	11,000	46,134	13,011	1,889	72,034
163	Weymouth	160,000	.....	41,500	557	347	42,404	53,129	1,000	28,386	13,310	751	43,447
164	Woburn	150,000	.....	42,512	.....	524	43,036	43,612	.....	36,936	5,292	1,210	43,438
165	Worcester	1,610,611	0	336,504	0	824	337,328	337,328	151,233	235,042	87,994	7,800	482,069
	MICHIGAN.												
166	Adrian	125,000	$3,569	19,224	.....	624	25,451	.....	.....	15,739	7,186	.....	22,925
167	Alpena*	75,000	5,226	24,855	11,046	.....	41,127	41,127	18,265	13,916	4,938	0	37,119
168	Ann Arbor	205,000	4,659	27,031	5,206	8,922	45,818	46,000	1,043	31,162	8,803	.....	41,008
169	Battle Creek	200,000	6,049	43,399	603	9,397	59,448	59,448	13,400	26,048	20,000	.....	59,448

170	Bay City		13,558	52,559		560	66,677		*4,713	*45,311	*16,383	*582	*66,989
171	Detroit*	1,675,950	109,245	517,643					58,763	355,458	90,605	8,514	513,340
172	Flint*	135,000	3,877	26,693		1,355	31,925			18,088	9,198		27,286
173	Grand Rapids	1,193,033	30,965	217,540	20,852	15,744	285,101	462,446	95,035	168,127	84,537		347,699
174	Iron Mountain*		(33,603)		2,258	462	36,323	94,789	40,201	13,711	6,909		60,821
175	Ironwood*	45,000								16,400			21,559
176	Ishpeming	90,000	5,336	29,657		18	35,011	42,059	4,160	18,158	10,218		32,536
	Jackson:												
177	District No. 1	150,000	4,855	32,231				40,945	2,000	26,000	*6,671		*32,965
178	District No. 17*	75,000	3,570	17,640		50	21,260	41,260	20,000	12,150	7,430	0	39,490
179	Kalamazoo	275,000	9,991				76,346	76,346	15,000	34,200	19,500		68,700
180	Lansing*	135,500	5,200	45,202		1,974	52,376	75,613	6,221	24,338	15,515		46,074
181	Ludington*	80,000								17,657			21,890
182	Manistee	100,000	6,084	35,986	226	53	42,349	45,937	1,728	25,147	15,512		42,387
183	Marquette	140,000	7,342	26,500		153	33,995	34,178	4,857	17,916	9,163		31,936
184	Menominee	100,000	2,326	28,485		1,971	32,782	75,930	33,754	18,394	1,241	6,458	59,847
185	Muskegon	400,000		82,456	12,594	55,988	151,038	166,623	77,083	56,074	31,402	272	164,831
186	Port Huron	150,000	15,341	21,400		450	37,191	76,026	40,486	21,629	11,012	0	73,127
	Saginaw:												
187	East Saginaw*	295,150								62,331			106,527
188	West Saginaw*	153,471								35,016			48,815
189	West Bay City	100,000	7,013	28,223		468	35,704	45,172		29,063	15,206		44,269
	MINNESOTA.												
190	Duluth*	1,200,000											
191	Mankato	109,445	5,747	2,976	15,793	516	25,032	39,080		15,815	6,900		22,715
192	Minneapolis	2,300,000	98,166	510,211		13,551	621,928	729,849	105,373	422,639	120,772		648,784
193	St. Cloud*	35,000											
194	St. Paul	2,551,800	183,679	139,675		5,987	329,341	685,341	1,453	379,124	93,458		474,035
195	Stillwater*	180,000	4,311	33,697	529			53,373		23,889	16,954		40,843
196	Winona	400,000	12,900	40,651	6,432	648	60,631	92,735	13,039	43,030	9,966	800	66,835
	MISSISSIPPI.												
197	Meridian	100,000	3,660	16,269		900		21,728		16,183	5,355		21,538
198	Natchez	26,500	4,543	7,576		423	12,542	12,573		11,394	1,146		12,540
199	Vicksburg	30,000	6,553	23,678		12	30,243	35,161	6,553	13,332	3,987		23,872
	MISSOURI.												
200	Carthage	110,000					27,784	39,193	15,533	21,223	4,204		40,960
201	Hannibal	80,000	7,199	28,217			35,416	41,957	3,631	20,814	8,430		32,875
202	Joplin	100,000					55,150	56,908	28,881	20,010	4,317		53,208
203	Kansas City	1,600,000	63,527	314,824	21,166		399,517	622,991	55,274	230,901	34,516		320,691
204	Moberly	66,000					18,450	21,561	5,570	10,508	2,589		18,667
205	Nevada	64,000	2,654	6,402	2,791	2,954	14,981	30,206	14,538	12,080	3,202		29,820
206	St. Joseph	413,635	30,251	84,656	42,555	142	157,004	158,461	2,132	97,066	55,701		154,899
207	St. Louis	3,561,426	150,767	1,046,998	37,776	249,011	1,484,552	1,725,980	565,573	802,746	342,845	8,916	1,720,080
208	Sedalia	134,000		49,022			49,022	49,302		30,143			49,302
209	Springfield	175,000	8,341	30,096	7,832	2,887	49,156	132,865	42,396	25,445	12,853		80,694

*Statistics 1891–92.

a Included in columns 10 and 11.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year. *a*	Expenditures for the school year 1892-93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total. *b*
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MONTANA.												
210	Butte City*	$405,430	.....	.....	$71,185	.....	$71,185	$98,764	$7,345	$43,579	$23,131	.....	$74,055
211	Helena*	432,000	.....	.....	70,155	$5,675	75,830	228,855	62,876	36,519	24,044	.....	123,439
	NEBRASKA.												
212	Beatrice	155,000	$5,092	$27,426	.....	13,053	45,571	48,206	4,447	23,505	18,846	.....	46,798
213	Grand Island*	.....	.....	.....	.....	.....	37,327	51,667	3,248	22,101	12,005	.....	37,354
214	Hastings*	125,000	2,412	8,166	.....	11,501	22,079	47,448	7,618	14,275	6,425	.....	28,318
215	Kearney	183,500	3,760	(12,424)		4,000	20,184	87,267	50,658	18,699	8,724	.....	78,081
216	Nebraska City*	85,000	.....	.....	.....	.....	23,822	33,520	1,552	16,406	7,765	0	25,723
217	Omaha	*1,278,795	49,545	(233,342)		10,202	393,089	864,945	255,089	235,865	144,216	.....	635,170
218	Plattsmouth	60,000	4,967	5,706	14,780	.....	25,453	27,416	7,905	12,934	3,473	.....	24,312
219	South Omaha	150,000	5,691	63,114	.....	.....	68,805	96,085	6,456	22,976	8,727	0	38,159
	NEVADA.												
220	Virginia City*	50,575	.....	.....	65,782	0	65,782	65,782	.....	.....	.....	0	64,194
	NEW HAMPSHIRE.												
221	Concord*	330,000	3,435	30,745	17,611	720	52,511	52,511	2,878	30,657	12,579	.....	46,702
222	Dover	175,000	1,861	29,586	.....	441	31,888	32,590	4,405	21,879	6,076	$137	32,497
223	Manchester	516,800	6,011	71,768	414	162	78,355	78,355	.....	57,690	19,286	1,379	78,355
224	Nashua	274,395	.....	20,451	.....	28,660	49,111	49,946	4,449	33,036	15,411	.....	52,896
225	Portsmouth	82,000	1,682	39,750	.....	596	42,028	42,028	12,000	22,535	7,583	.....	42,118
	NEW JERSEY.												
226	Atlantic City*	125,000	.....	.....	.....	.....	.....	.....	9,343	25,185	10,104	.....	44,632
227	Bayonne	200,000	20,050	36,565	.....	.....	56,615	56,615	4,393	37,134	9,254	.....	50,781
228	Bridgeton*	37,000	.....	.....	.....	.....	.....	.....	364	14,258	4,430	.....	19,052
229	Camden	420,000	63,843	115,561	.....	.....	179,404	179,699	11,886	101,661	50,467	4,807	168,821

230	Elizabeth*	218,000	52,235	23,500	0	0	75,735	84,896	3,888	53,197	21,169	454	78,708
231	Harrison	30,000	9,500	3,500	.....	.....	13,000	13,000	.....	11,000	1,100	900	13,000
232	Hoboken*	258,500	.....	.....	.....	.....	.....	.....	.....	87,293	26,123	.....	113,416
233	Jersey City	903,387	.....	.....	.....	.....	358,354	.....	.....	145,034	31,717	4,385	181,136
234	Long Branch*	168,000	.....	.....	.....	.....	.....	.....	19,093	25,175	11,822	.....	56,090
235	Millville*	46,800	.....	.....	.....	.....	.....	.....	.....	17,750	5,213	.....	22,963
236	Morristown*	70,000	10,381	13,500	.....	811	24,692	36,314	4,758	14,042	925	.....	19,725
237	New Brunswick*	150,000	.....	.....	.....	.....	.....	.....	881	26,115	13,011	.....	40,007
238	Newark	1,473,575	369,033	110,850	.....	571	480,454	620,594	89,327	362,189	110,085	22,212	588,813
239	Orange	166,000	37,268	5,017	.....	492	42,777	47,973	634	33,078	12,820	.....	46,532
240	Passaic	89,000	(49,490)		.....	.....	49,490	49,490	10,600	22,033	14,444	1,343	48,420
241	Paterson	500,000	96,387	84,000	.....	52	180,439	231,830	.....	145,000	55,287	.....	214,107
242	Perth Amboy*	50,000	.....	.....	.....	.....	.....	.....	.....	10,394	3,245	.....	13,639
243	Phillipsburg	77,000	14,101	10,945	.....	51	25,097	25,326	950	16,598	6,278	.....	23,826
244	Plainfield	210,000	15,556	36,921	.....	2,644	55,121	75,055	14,228	30,828	17,818	0	62,874
245	Trenton	430,000	117,375	38,182	.....	256	155,813	176,112	13,890	98,885	40,378	1,448	154,601
246	Union *a**	90,000	11,950	13,000	1,000	468	26,418	30,923	.....	18,020	6,269	500	24,789
	NEW YORK.												
247	Albany	*c*1,026,000	46,559	184,750	.....	6,707	238,016	336,104	1,762	184,548	52,644	1,414	240,368
	Amsterdam:												
248	District No. 8	30,839	2,827	8,973	.....	18	11,818	13,131	560	7,475	2,112	.....	10,147
249	District No. 11*	65,000	4,805	11,326	.....	16,131	.....	35,133	19,395	11,011	3,724	.....	34,130
250	Auburn	290,000	15,471	61,023	.....	1,911	78,405	87,243	12,588	49,666	13,559	786	76,599
251	Binghamton	344,300	21,124	69,850	0	1,312	92,286	102,432	18,091	63,567	20,159	0	101,817
252	Brooklyn	*c*7,369,207	394,415	*b*2,380,144	.....	58,926	.....	4,114,630	528,421	1,771,516	537,239	45,822	2,882,998
253	Buffalo	2,497,554	129,626	878,762	.....	4,828	813,216	895,616	129,377	569,091	94,069	12,814	805,351
254	Cohoes	115,000	12,134	38,699	0	229	51,062	51,062	3,084	31,060	9,476	1,700	45,320
255	Corning	*100,000	5,147	17,175	.....	850	23,172	.....	.....	13,730	5,460	.....	19,190
256	Cortland	*24,000	3,895	7,200	.....	2,780	13,875	38,877	25,376	8,430	5,071	.....	38,877
257	Dunkirk	117,750	7,277	25,763	0	14	33,054	36,301	8,568	20,787	6,946	0	36,301
258	Elmira	450,000	18,326	56,916	.....	940	76,182	94,770	19,625	54,544	16,999	.....	91,168
259	Flushing	130,000	4,509	18,329	.....	4,945	27,783	38,415	10,632	16,178	9,605	.....	36,415
260	Glens Falls	90,000	4,940	15,513	.....	689	21,242	30,090	13,781	12,394	2,937	.....	29,112
261	Gloversville	*c*210,300	8,864	26,875	.....	.....	.....	59,992	17,384	21,570	12,925	.....	51,879
262	Hornellsville	80,000	8,517	20,768	.....	2,202	31,487	49,330	7,285	19,736	7,151	.....	34,172
263	Hudson	*c*35,000	5,551	11,500	.....	358	17,409	25,671	120	13,795	5,466	.....	19,381
264	Ithaca	150,000	6,978	20,548	.....	5,900	33,426	38,316	5,662	21,111	5,951	.....	32,724
265	Jamestown	223,500	12,973	65,789	0	3,184	81,946	82,882	35,082	36,918	10,882	0	82,882
266	Johnstown	71,000	5,313	15,641	.....	10,596	31,550	32,038	15,631	13,096	4,387	.....	83,114
267	Kingston (school district)	199,000	7,498	21,080	.....	3,096	31,674	31,674	1,410	23,012	7,252	0	31,674
268	Lansingburg*	71,000	7,682	23,617	102	85	31,486	35,365	0	20,473	6,892	0	27,365
269	Little Falls	80,000	5,071	15,313	.....	463	20,847	20,847	2,176	13,696	4,104	.....	19,970
270	Lockport	*c* 285,700	9,842	34,000	.....	5,607	49,449	52,961	5,834	31,201	12,035	.....	49,070
271	Long Island City	*c* 572,000	19,115	70,904	.....	.....	.....	154,292	7,805	71,804	13,401	.....	95,010
272	Middletown	90,000	6,352	16,410	0	6,020	28,782	53,085	4,185	18,950	6,722	.....	29,857
273	New Rochelle	106,375	5,507	38,826	.....	618	44,951	62,740	5,702	21,662	12,060	.....	39,424
274	New York	19,210,633	706,137	3,885,909	.....	.....	4,592,046	5,631,092	1,040,961	3,132,951	1,297,663	159,517	2,631,092
275	Newburg	320,000	12,935	64,876	.....	2,549	80,360	80,792	14,253	45,043	21,249	.....	80,545

* Statistics for 1891–92.
a Post-office, Weehawken.
b Receipts from sale of bonds included in column 4.
c Value of sites and buildings.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year.a	Expenditures for the school year 1892-93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.b
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW YORK—continued.												
276	Ogdensburg	a 96,888	5,913	17,228	.....	1,638	24,779	36,051	2,129	18,558	6,677	.....	27,364
277	Oswego	171,140	11,981	35,000	0	1,202	48,183	48,183	7,638	31,446	9,098	.....	48,182
	Peekskill:												
278	District No. 7	40,633	1,906	6,197	.....	138	8,241	15,099	1,200	6,636	2,884	.....	10,120
279	District No. 8	45,000	2,200	8,190	.....	308	10,698	11,220	354	6,176	2,284	.....	8,814
280	Port Jervis	80,000	8,745	20,093	.....	1,477	30,315	34,054	205	21,719	4,623	.....	26,547
281	Poughkeepsie	a 146,605	13,002	36,000	.....	1,273	50,275	.....	567	35,214	11,992	.....	47,773
282	Rochester	1,162,270	94,049	334,500	0	2,045	430,594	481,014	53,370	274,170	97,057	3,256	427,853
283	Rome	a 85,000	7,410	20,545	.....	1,440	29,395	29,395	2,208	17,580	9,564	.....	29,352
284	Saratoga Springs	165,500	8,114	35,340	.....	2,084	45,538	98,260	18,668	27,942	8,944	.....	55,554
285	Schenectady	a 136,000	9,797	22,000	.....	523	32,320	32,320	1,506	25,366	5,448	.....	32,320
286	Sing Sing	75,000	4,557	18,780	.....	1,171	24,458	30,380	1,148	13,962	5,433	.....	20,543
287	Syracuse	815,000	47,245	230,373	.....	4,435	282,053	452,416	34,034	171,806	60,244	1,512	267,596
288	Tonawanda	60,000	3,019	13,978	29	348	17,374	52,460	33,083	11,962	6,552	.....	51,597
289	Troy	425,000	29,082	109,221	.....	2,888	141,191	208,496	2,385	106,117	20,486	.....	128,988
290	Utica	545,000	28,893	94,000	.....	1,070	123,963	147,822	25,839	81,952	22,309	1,031	131,131
291	Watertown	160,000	11,000	35,000	852	.....	46,852	46,852	3,000	27,500	11,665	300	42,465
292	Yonkers	a 345,000	13,713	81,647	.....	.....	.....	140,040	33,675	61,806	29,283	.....	124,764
	OHIO.												
293	Akron	645,000	13,998	154,317	.....	4,829	173,144	192,033	15,717	63,125	33,809	.....	112,651
294	Alliance	210,000	3,224	27,057	.....	569	30,850	59,790	18,035	16,277	4,758	.....	39,070
295	Ashtabula	35,000	.....	.....	.....	.....	.....	30,564	.....	11,526	.....	.....	24,212
296	Bellaire	60,600	.....	.....	.....	.....	.....	33,929	.....	14,773	.....	.....	27,507
297	Canton	.....	.....	.....	.....	.....	.....	136,373	.....	62,457	.....	.....	105,900
298	Chillicothe	80,000	5,254	(26,183)		778	32,215	49,607	.....	25,714	9,594	480	35,788
299	Cincinnati	2,000,000	.....	.....	.....	.....	.....	1,041,861	.....	641,288	.....	.....	1,016,883
300	Cleveland	3,605,226	124,449	849,446	.....	267,724	1,241,619	1,605,199	196,573	583,700	205,692	.....	986,055
301	Columbus	2,000,000	39,181	338,433	.....	2,497	380,111	492,130	124,179	237,018	85,368	1,589	448,154
302	Dayton	1,125,000	28,377	248,640	.....	7,277	284,294	520,630	182,670	183,944	62,463	.....	429,077
303	Defiance	.....	.....	.....	.....	.....	.....	26,558	.....	11,550	.....	.....	18,682

304	Delaware	130,500	3,213	23,213	.....	948	27,374	32,356	.....	18,000	6,245	156	24,401
305	East Liverpool	100,000	.....	.....	.....	.....	.....	.....	.....	10,539	.....	.....	.....
306	Findlay	230,000	.....	.....	.....	.....	.....	89,229	.....	32,545	.....	.....	75,997
307	Fostoria	.....	.....	.....	.....	.....	.....	52,963	.....	15,770	.....	.....	32,816
308	Hamilton	206,100	.....	.....	.....	.....	.....	103,571	.....	32,905	.....	.....	84,382
309	Ironton*	110,000	5,750	.....	24,697	.....	30,447	40,547	.....	19,609	8,112	0	27,721
310	Lima	183,000	7,281	(40,454)		2,280	50,015	74,408	2,360	29,096	.....	.....	53,695
311	Mansfield	270,000	.....	.....	.....	.....	.....	77,259	.....	28,729	.....	.....	53,668
312	Marietta	75,500	4,067	22,254	.....	1,974	28,295	42,919	4,205	18,204	6,350	.....	28,759
313	Marion	97,000	.....	.....	.....	.....	.....	75,245	.....	18,207	.....	.....	37,159
314	Massillon	143,000	.....	.....	.....	.....	.....	46,392	.....	19,536	.....	.....	34,594
315	Middletown	210,500	.....	.....	.....	.....	.....	54,089	.....	23,300	.....	.....	42,057
316	Newark	175,600	7,117	(41,967)		1,909	50,993	73,209	.....	30,462	33,244	.....	63,706
317	Piqua	175,000	2,587	30,753	.....	168	36,508	36,508	3,630	21,398	10,814	.....	35,842
318	Portsmouth	190,000	.....	.....	.....	.....	.....	55,064	.....	25,427	.....	.....	50,955
319	Sandusky	262,000	8,985	44,684	.....	1,200	54,869	74,105	.....	32,161	12,000	294	44,455
320	Springfield	256,000	13,743	86,083	305	94	100,225	132,375	19,762	71,482	22,123	.....	113,367
321	Steubenville	163,000	6,712	34,725	59	498	41,994	55,042	0	28,642	9,475	.....	38,117
322	Tiffin	150,000	5,077	24,339	40	62	29,518	88,762	23,572	18,083	7,145	.....	48,800
323	Toledo	940,000	.....	.....	.....	.....	.....	335,384	.....	130,348	.....	.....	261,575
324	Youngstown	550,000	16,433	99,901	.....	965	117,299	192,199	31,064	59,498	26,708	.....	117,270
325	Zanesville	260,000	.....	.....	.....	.....	.....	89,853	.....	44,875	.....	.....	66,101
	OREGON.												
326	Portland	835,870	46,736	135,925	19,240	3,277	205,179	226,026	33,214	155,098	33,484	730	222,526
	PENNSYLVANIA.												
327	Allegheny	1,317,633	85,359	255,286	.....	.....	.....	466,539	36,276	203,121	112,943	.....	352,340
328	Allentown	550,848	26,196	79,581	.....	1,508	107,285	112,087	26,637	40,481	30,546	325	97,989
329	Altoona	422,000	25,550	73,432	.....	15,599	114,581	127,581	353	51,384	22,482	160	74,379
330	Beaver Falls	108,000	7,847	21,752	.....	.....	29,599	29,599	3,224	13,474	9,022	.....	25,720
331	Braddock	110,000	6,355	20,900	.....	.....	.....	74,383	10,302	16,385	.....	.....	80,983
332	Bradford	100,000	7,380	29,905	.....	.....	.....	40,523	.....	18,508	.....	.....	33,601
333	Butler	75,000	7,197	21,104	.....	15	28,316	33,401	5,513	16,229	11,011	.....	32,753
334	Carbondale	107,000	9,964	21,997	.....	172	32,133	57,093	30,875	15,313	5,112	.....	51,300
335	Chambersburg	60,000	8,119	16,559	.....	.....	24,678	24,678	5,736	13,114	6,787	.....	25,637
336	Chester	200,000	18,463	46,193	.....	701	65,357	76,357	8,204	35,900	10,554	.....	54,658
337	Columbia	45,300	9,709	16,286	.....	.....	25,995	25,995	3,114	13,277	9,600	.....	25,991
338	Dunmore	70,000	7,259	18,620	318	50	26,247	28,153	13,498	10,289	3,208	570	27,565
339	Easton	357,000	14,832	57,604	1,219	1,530	75,185	93,861	15,385	33,650	25,887	.....	74,922
340	Erie	595,400	29,257	113,792	.....	281	143,330	143,330	1,195	70,072	35,503	725	107,495
341	Harrisburg	537,997	33,748	82,795	.....	231	116,774	191,818	68,116	66,751	23,321	.....	158,188
342	Hazelton	95,000	9,815	28,816	105	330	39,066	39,817	4,006	19,025	7,024	.....	30,055
343	Homestead	90,000	6,211	23,237	.....	.....	29,448	29,448	.....	13,377	.....	.....	25,018
344	Johnstown	250,000	20,512	53,250	.....	.....	.....	91,863	18,880	29,844	.....	.....	69,364
345	Lancaster	335,600	31,751	58,122	.....	266	90,139	90,765	6,960	50,663	23,120	.....	80,743
346	Lebanon	209,000	11,543	29,065	.....	.....	40,608	46,022	.....	16,277	.....	.....	45,421
347	McKeesport	236,500	17,980	63,784	.....	.....	.....	90,183	25,750	36,180	19,860	.....	81,790
348	Mahanoy City	61,000	13,091	13,005	.....	.....	.....	33,790	2,852	12,616	.....	.....	29,220

* Statistics of 1891-92.

a Value of sites and buildings.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892–93.					Total sum available for use during the year. [a]	Expenditures for the school year 1892–93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total. [b]
	1	2	3	4	5	6	7	8	9	10	11	12	13
	PENNSYLVANIA—continued.												
349	Meadville	175,000	10,462	29,959	255	1,820	42,496	44,296	3,707	24,141	7,915	.....	35,763
350	Mount Carmel	42,000	6,892	10,101	.....	129	17,122	17,891	1,118	9,135	3,115	247	13,615
351	Nanticoke	90,000	9,245	11,920	.....	.....	.....	31,352	11,018	11,580	9,583	.....	32,181
352	New Castle	70,000	10,244	25,273	.....	.....	.....	37,688	4,055	20,076	12,266	.....	36,397
353	Norristown	185,000	17,921	30,736	.....	1,423	50,080	55,097	2,867	31,839	15,122	.....	49,828
354	Oil City	112,500	9,947	32,787	.....	.....	.....	44,286	.....	22,249	.....	.....	44,409
355	Philadelphia	9,000,000	.....	2,992,293	.....	.....	.....	3,551,905	629.644	1,795,586	754,936	42.721	3,222,887
356	Phœnixville	65,000	7,732	11,913	0	460	20,105	22,435	374	11,664	7,519	0	19,557
357	Pittsburg	3,500,000	192,969	586,043	.....	.....	.....	1,240,671	401,947	431,514	323,022	.....	1,156,483
358	Pittston	* 69,000	8,703	15,431	.....	.....	24,134	24,134	4,472	11,778	6,679	.....	22,929
359	Plymouth	55,000	9,826	10,476	116	50	20,468	33,758	14,413	11,434	6,127	205	32,179
360	Pottstown	156,740	12,162	31,037	.....	322	43,521	43,551	477	20,897	13,930	.....	35,304
361	Pottsville	306,000	14,463	29,528	.....	.....	.....	61,455	8,012	26,674	.....	.....	61,191
362	Reading	515,000	51,324	139,160	.....	.....	.....	226,518	63,465	85,980	64,210	.....	213,655
363	Scranton*	610,000	24,272	171,129	15,245	1,528	212,174	250,640	50,783	105,722	55,249	4,165	215,919
364	Shamokin	175,000	13,834	27,932	.....	.....	.....	54,253	7,237	24,397	.....	.....	54,042
365	Shenandoah	87,000	13,008	33,024	.....	2,033	48,065	51,841	388	23,763	12,008	869	37,028
366	South Bethlehem	114,524	6,474	27,218	.....	.....	.....	68,686	34,052	20,833	13,392	.....	68,277
367	South Chester	.....	4,727	19,709	.....	.....	.....	31,155	1,856	12,365	.....	.....	31,120
368	Steelton	150,000	8,506	22,022	.....	318	30,846	55,680	22,316	17,668	6,617	.....	46,601
369	Titusville	100,000	8,080	25,253	.....	2,343	35,676	61,716	15,819	17,712	12,436	.....	45,967
370	West Chester	100,000	7,494	17,217	.....	364	25,075	28,045	946	15,007	7,036	.....	22,989
371	Wilkesbarre	340,000	28,238	83,865	1,344	2,288	115,735	128,240	18,887	71,774	6,234	1,394	98,289
372	Williamsport	270,000	26,448	59,345	.....	1,688	87,481	110,266	20,089	47,764	20,754	.....	88,607
373	York	218,992	21,383	31,267	.....	483	53,133	64,797	10,017	28,294	11,375	.....	49,686
	RHODE ISLAND.												
374	Central Falls*	.....	.....	.....	.....	.....	.....	.....	.....	15,333	2,413	502	18,248
375	Newport	283,843	6,084	55,000	.....	5,501	66,585	91,427	.....	43,617	14,682	1,330	59,629
376	Pawtucket	400,000	8,610	129,162	.....	198	137,970	168,018	1,710	68,476	33,998	3,497	107,681
377	Providence	1,639,859	27,578	454,964	.....	63	482,605	554,926	157,518	306,908	71,456	19,044	554,926
378	Woonsocket	200,000	7,258	37,900	.....	20,055	65,213	.....	18,000	25,179	19,634	2,400	65,213

	SOUTH CAROLINA.											
379	Charleston	150,000	0	41,280	37,078	.....	78,358	78,358	.....	54,105	24,453	.....	78,558
380	Columbia	34,635	.....	.....	.....	.....	.....	15,000	1,300	12,035	.....	.....	* 14,663
	SOUTH DAKOTA.											
381	Sioux Falls *	175,000	0	30,176	9,184	0	39,361	59,967	14,661	24,250	9,360	0	48,271
	TENNESSEE.											
382	Chattanooga *	400,000	.....	.....	.....	.....	.....	.....	2,909	42,335	6,633	.....	51,877
383	Clarksville	34,352	6,064	.....	.....	.....	13,311	13,895	.....	11,560	2,291	.....	13,851
384	Knoxville	114,500	2,031	13,304	31,422	1,676	48,433	48,488	665	41,323	5,980	.....	47,968
385	Memphis	341,239	a 42,994	45,529	(a)	6,479	95,002	115,512	8,082	61,757	25,797	1,242	96,878
386	Nashville	386,250	.....	.....	.....	.....	.....	.....	57,244	118,244	24,410	.....	199,898
	TEXAS.											
387	Austin *	92,708	21,825	31,174	873	1,740	55,612	68,276	8,566	37,267	10,525	0	56,358
388	Dallas	429,505	.....	.....	.....	.....	.....	.....	.....	* 66,140	* 9,155	.....	* 75,295
389	Denison	125,000	10,500	14,249	.....	900	25,649	25,649	.....	16,785	6,176	.....	22,961
390	El Paso *	77,000	5,193	20,600	.....	5	25,798	31,434	4,894	16,950	4,254	.....	26,098
391	Fort Worth	234,700	.....	.....	.....	.....	.....	.....	.....	42,744	7,337	.....	50,081
392	Galveston *	380,800	41,553	43,103	1,326	.....	85,982	101,146	26,643	65,951	8,318	0	100,912
393	Houston	172,735	35,270	20,752	.....	2,320	58,342	125,835	70,508	41,847	12,911	.....	125,266
394	Laredo *	30,450	10,624	.....	.....	.....	10,624	14,238	297	8,145	1,476	.....	9,918
395	Paris	65,000	11,786	9,232	.....	.....	21,018	21,018	.....	18,439	.....	.....	.....
396	San Antonio *	126,800	48,123	26,488	0	0	74,611	124,782	0	55,265	16,676	0	71,941
397	Waco	265,000	18,101	27,571	603	.....	46,275	59,699	2,401	36,656	5,730	0	44,787
	UTAH.											
398	Ogden City	299,478	18,605	26,101	3,401	2,162	50,269	170,076	122,113	28,246	14,284	.....	164,643
399	Salt Lake City	758,708	74,510	104,790	42,400	3,642	225,342	610,035	359,714	111,457	105,170	.....	576,341
	VERMONT.											
400	Burlington	106,716	1,374	25,400	.....	3,792	30,566	63,010	17,998	21,764	7,742	.....	47,504
401	Rutland	100,000	9,017	21,742	0	837	31,596	33,123	5,480	17,424	5,561	0	28,465
	VIRGINIA.											
402	Alexandria	37,800	6,898	13,000	.....	10	19,908	.....	.....	15,325	4,601	.....	19,926
403	Danville	33,400	5,117	12,880	0	433	18,430	21,035	0	14,139	3,926	0	18,065
404	Lynchburg	75,000	9,322	22,698	.....	1,512	33,532	34,113	2,177	27,725	4,124	.....	34,026
405	Manchester	30,000	5,110	4,289	.....	.....	9,399	9,403	130	7,128	2,141	.....	9,399
406	Norfolk	76,850	13,736	16,377	0	0	30,113	36,504	.....	24,033	2,646	.....	26,679
407	Petersburg	75,000	10,655	13,422	0	623	24,700	24,700	0	19,743	4,957	0	24,700
408	Portsmouth	14,462	5,163	9,911	.....	.....	15,074	15,117	521	11,381	2,215	.....	14,117
409	Richmond	417,500	35,718	116,885	.....	2,492	155,095	155,095	10,796	121,716	21,545	1,038	155,095
410	Roanoke	90,000	5,887	8,840	.....	.....	14,727	22,067	447	18,358	2,821	.....	21,626
	WASHINGTON.											
411	Seattle	854,254	7,766	(238,382)		530	246,678	246,678	105,833	121,855	73,494	1,360	302,542
412	Spokane Falls	446,129	3,186	116,469	0	10,564	130,219	134,019	22,809	46,314	36,407	.....	105,530
413	Tacoma	650,000	5,524	.....	198,617	2,663	206,804	.....	59,335	102,124	58,041	.....	219,500

* Statistics of 1891-92.

a County taxes are included in column 3.

TABLE 2.—*Statistics of receipts and expenditures of public school systems of cities containing 8,000 or more inhabitants*—Continued.

	City.	Estimated actual value of all public property used for school purposes.	Receipts for the school year 1892-93.					Total sum available for use during the year. *a*	Expenditures for the school year 1892-93.				
			From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.		Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total. *b*
	1	2	3	4	5	6	7	8	9	10	11	12	13
	WEST VIRGINIA.												
414	Huntington	84,645	3,578	25,092	1,581	45	30,296	.....	9,977	15,065	4,541	.....	29,583
415	Parkersburg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
416	Wheeling	339,200	13,217	99,941	4,371	5,578	123,107	140,008	39,056	68,653	18,097	.....	125,806
	WISCONSIN.												
417	Appleton	157,000	5,189	33,000	5,800	18,675	62,664	70,405	.....	26,838	.....	0	65,122
418	Ashland*	200,000	3,261	15,500	3,275	3,019	25,055	39,144	5,642	15,454	.....	.....	25,860
419	Chippewa Falls	93,400	4,503	17,339	4,600	748	27,190	37,015	.....	15,872	6,186	.....	22,058
420	Eau Claire	91,205	9,640	38,000	7,756	2,270	118,823	118,823	37,398	29,551	14,867	.....	81,816
421	Fond du Lac	*130,000	.....	.....	5,844	640	28,545	40,839	1,613	20,560	6,097	.....	28,270
422	Green Bay	80,000	4,694	10,538	4,080	292	19,004	55,463	5,842	15,012	3,782	.....	24,636
423	Janesville	150,000	4,160	18,000	5,419	5,690	33,269	33,269	1,765	18,846	13,673	.....	34,284
424	La Crosse	275,000	14,284	44,544	12,126	529	71,483	112,555	12,642	53,171	15,715	.....	81,528
425	Madison*	235,000	7,214	26,783	6,282	2,312	42,591	53,002	8,532	25,769	9,060	0	43,361
426	Milwaukee	1,163,183	111,085	408,750	110,000	2,276	632,111	889,993	(*a*)	411,510	90,390	5,340	*a* 507,240
427	Oshkosh	235,000	11,592	32,000	0	192	43,784	53,563	.....	38,832	10,476	194	49,502
428	Racine	240,000	11,849	30,000	12,000	839	54,688	79,248	5,000	34,581	15,070	0	54,651
429	Sheboygan	150,000	2,245	40,778	9,972	453	53,448	83,300	25,143	32,253	10,731	0	68,127
430	Superior	375,000	5,878	150,000	.....	3,768	159,646	457,127	160,024	63,227	73,555	900	297,706
431	Wausau	.....	4,902	13,400	.....	2,848	21,150	26,114	.....	13,467	2,856	.....	16,323
	WYOMING.												
432	Cheyenne	134,250	.....	.....	.....	.....	31,528	56,958	12,319	22,679	11,476	.....	46,474

* Statistics of 1891-92.

a The expenditures for sites and buildings are not controlled by the board of education, and are not included in these amounts.

TABLE 3.—*List of cities containing 8,000 or more inhabitants concerning which no school data for 1892–93 are available.*

States.	Cities.	States.	Cities.
Alabama	Anniston.	Maryland	Cumberland.
Arkansas	Pine Bluff.	Nebraska	Lincoln.
California	Oakland.	New York	Edgewater.
Colorado	Leadville.		Mount Vernon.
Connecticut	Willimantic.		New Brighton.
Florida	Jacksonville.		West Troy.
Georgia	Augusta.	North Carolina	Asheville.
Illinois	Alton.		Charlotte.
	Aurora.		Newbern.
	Joliet.		Raleigh.
	Streator.		Wilmington.
Indiana	Anderson.		Winston.
	Elkhart.	Rhode Island	Olneyville.
	Huntington.	South Carolina	Greenville.
	Madison.	Tennessee	Jackson.
	South Bend.	Wisconsin	Manitowoc.
	Vincennes.		Marinette.
Kansas	Arkansas City.		Merrill.
	Pittsburg.		Stevens Point.
Louisiana	Baton Rouge.		Watertown.
	Shreveport.		

TABLE 4.—*Statistics of public high schools.*

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ALABAMA.																		
1	Auburn	Female Institute	J. J. McKee	0	3	26	45	.....	.....	.....	.....	7	1	16	18	0	0	0	.....
2	Bessemer	High School (dept.)	A. M. Hendon	1	0	0	3	0	0	0	0	0	0	300	320	0	0	0	
3	Birmingham	High School	A. C. Moore	1	4	35	84	0	0	6	0	1	0	.....	.....	4	14	1	4,000
4	Cullman	do	A. A. Murphree	2	2	60	77	0	0	14	7	3	0	70	24	0	0	.....	30
5	Decatur	High School (dept.)	Jos. Shackelford	1	0	4	9	.....	.....	.....	.....	.....	.....	77	102	.....	3	3	.....
6	Eufaula	High School	J. J. Kilpatrick	1	2	26	18	0	0	.....	.....	.....	.....	174	146	2	1	2	.....
7	Flint	do	L. R. Day	1	0	6	4	0	0	0	0	0	0	29	28	0	0	0	0
8	Florence	High School (dept.)	Prof. G. W. Duncan	2	0	10	18	0	0	.....	.....	.....	.....	150	250	0	0	0	.....
9	Greensboro	Tullibody Academy (col'd)	B. E. Huckabee	2	1	14	28	14	28	0	0	0	0	84	99	0	0	0	.....
10	Hamilton	High School	Wm. T. Mitchell	1	1	20	6	0	0	3	1	1	0	50	25	0	0	3	180
11	Huntsville	City School	A. N. Eshman	1	4	100	150	.....	.....	0	10	0	0	47	53	2	10	10	150
12	Marion	Marion Academy	H. Y. Weissinger	1	3	15	12	0	0	10	4	.....	.....	38	35	11	4	14	75
13	Montgomery	Girls' High School	Miss E. M. Bullock	0	4	0	106	0	0	.....	.....	.....	.....	0	0	0	18	.....	610
14	New Decatur	City High School	R. R. Harris	1	0	5	17	5	17	0	0	0	0	215	234	0	2	0	150
15	Sandusky	Crumly High School	Wm. A. Biven	1	0	6	10	0	0	1	2	0	0	49	50	1	2	2	.....
16	Selma	Dallas Academy	R. E. Hardaway	1	4	11	61	.....	.....	.....	.....	.....	.....	201	219	1	3	.....	600
17	Talladega	High School	J. B. Graham	2	1	24	32	0	0	0	0	0	0	.....	.....	2	5	4	.....
18	Uniontown	Uniontown Academy	A. M. Spessard	2	0	15	25	0	0	5	14	.....	.....	100	165	0	0	.....	0
	ARIZONA.																		
19	Phœnix	High School	J. M. Wollam	2	0	26	44	0	0	.....	.....	.....	.....	0	0	0	5	2	500
	ARKANSAS.																		
20	Charleston	High School	P. M. McKay	2	1	24	25	0	0	.....	.....	.....	.....	24	26	.....	.....	.....	.....
21	Eureka Springs	do	C. S. Barnett	1	2	34	34	0	0	0	0	4	2	334	354	3	5	5	200

22	Fort Smith	do	H. B. McCollum	2	2	37	98	0	0					0	0	3	9		600
23	Hot Springs	Central High School	Geo. B. Cook	1	3	50	75	9	10	15	23	18	15	930	1,025	3	12	10	800
24	La Grange	High School	Jno. Black	1	0	1	4	0	0	1	4	0	1	35	43	0	0	0	0
25	Little Rock	Union High School (colored)	J. O. W. Alexander	2	0	21	43	21	43	0	0	0	0	280	435	7	7	0	0
26	Lonoke	High School	J. J. Doyne	2	0	30	36			2	5			182	182	6	6	6	100
27	Malvern	Graded School	W. D. Leiper	1	0	19	18	0	0	4	3	4	3	198	222	0	0	0	0
28	Marianna	Male and Female Institute	Thos. A. Futrall	1	2	20	25			15	12	10	8	55	75				1,500
29	Ozark	Graded School	D. F. Withers	1	2	26	18			26	18			62	47				
30	Paris	Paris Academy	G. S. Minmier	1	0	16	11	0	0					83	63	0	0	0	312
31	Van Buren	High School (dept.)	J. D. Arbuckle	1	1	4	11	0	0					270	245	0	1	0	300
32	Warren	High School	E. H. Carson	1	2	40	43	0	0	4	3	24	8	100	94	0	3	3	100
33	Wheatley	do	Geo. D. Free	1	0	10	6	0	0	2	0	0	0	25	33				
	CALIFORNIA.																		
34	Alameda	High School	A. W. Scott	3	1	50	90	0	0	1	4	10	20	0	0	5	14	7	200
35	Benicia	do	Emma M. Garretson	0	1	4	10	0	0	0	0	0	0	254	236	0	0	1	
36	Berkeley	do	S. D. Waterman	2	3	78	115	0	0	5	8	60	65	0	0	16	24	31	600
37	Colton	do	W. F. Bliss	1	1	8	9	0	0	0	0	2	2						340
38	Gilroy	do	Frank N. Chaplin	1	0	10	18	0	0	0	0	6	10	0	0	2	2	4	
39	Grass Valley	High School (dept.)	Hamilton Wallace	1	1	60	50							0	0	18	7	11	700
40	Hanford	Union High School	Wm. S. Cranmer	1	0	3	10	0	0	0	0	1	7	8	1	0	0	0	50
41	Hollister	High School	C. S. Smyth	2	0	16	22	0	0			16	22	0	0	0	0	0	50
42	Linden	Union High School	Isaac Wright	1	0	12	5	0	0					0	0	0	0	0	50
43	Los Angeles	High School	Miss E. A. Packard	3	16	251	296	1	1	8	4			0	0	15	11	26	500
44	Marysville	do	Hubert Miller	1	1	13	23	1	0	0	0	4	6	2	7	3	5	2	450
45	Napa	do	J. L. Shearer	1	1	16	46	0	0					400	450	0	14	7	300
46	Nevada City	do	G. H. Stokes	2	1	14	39	0	0	0	0			0	0	1	3	1	750
47	Oakland	do	J. B. McChesney	5	16	360	478	0	0	18	7	112	80	0	0	46	62	24	350
48	Pasadena	Wilson High School	James D. Graham	2	2	59	62	0	0	17	52	38	18	0	0	9	7	16	
49	Paso Robles	High School	J. F. West	1	0	10	12	5	4	0	0	10	11	138	142				300
50	Pomona	High School (dept.)	F. A. Molineaux	2	2	20	40	0	0	0	0	2	0	480	500	0	1	1	500
51	Red Bluff	High School	O. E. Graves	1	1	15	20	0	0	1	2	1	0	280	327	0	0	0	500
52	Sacramento	do	J. H. Pond	2	5	74	148	0	2	5	0	7	5	0	0	6	17	3	410
53	Salinas	do	W. H. Housh	2	1	44	31	0	0	0	0	8	0	7	11	3	2	5	180
54	San Bernardino	do	Alex. E. Frye	4	1	45	98	0	0					0	0	0	8	3	500
55	San Francisco	Boys' High School	Frank Morton	12	2	361	178	0	0	30	10	60	20	0	0	53	37	35	1,000
56	do	Girls' High School	Elisha Brooks	2	13	0	588	0	0	0	10	0	5	0	0	0	87	15	503
57	San Jose	High School	L. B. Wilson	2	5	131	141	0	0	0	0	40	10	0	0	14	12	12	240
58	San Rafael	do	C. S. Smyth	2	1	13	31	0	0	0	0			0	0	2	5	4	500
59	Santa Ana	do	F. E. Perham	2	2	24	24	0	0	1	2	16	18	0	0	7	4	11	400
60	Santa Barbara	do	C. Y. Roop	3	1	32	68	0	0	12	20	16	28	0	0	6	6	12	472
61	Santa Clara	do	John Manzer	1	3	13	33	0	3			6	14	208	189	1	9	3	420
62	Santa Cruz	do	D. C. Clark	2	3	49	71	0	1	0	0	15	12	687	691	2	17	5	450
63	Santa Paula	Union High School	Watson Nicholson	1	1	12	19	0	0	0	1	2	0	0	0	0	0	0	340
64	Santa Rosa	High School	F. L. Burk	2	1	440	590	0	0			3	4	0	0			7	280
65	Stockton	do	Robt. F. Pennell	2	2	69	106	1	1	3	1	7	4	0	0	16	26	5	627
66	Vallejo	do	C. B. Towle	1	1	39	45	0	0	0	0			0	0	2	10		570
67	Ventura	do	R. O. Hickman	2	1	24	49			0	2	5	15	0	0	4	5	6	100
68	Winters	Union High School	T. J. Goin	1	0	3	6	0	0	3	6	8	12	8	12	0	0	0	3

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	COLORADO.																		
69	Black Hawk	High School (dept.)	J. M. Seright	1	1	8	3	0	0	.....	.....	.....	.....	104	94	.....	.....	.....	200
70	Canyon City	High School	O. S. Moles and J. H. Allen.	1	1	14	30	0	0	0	0	1	1	200	220	2	4	3	211
71	Central City	do	J. A. Smith and J. H. Troendly.	1	1	17	25	0	0	1	4	0	0	5	7	4	6	3	1,063
72	Colorado Springs	do	G. B. Turnbull	3	5	59	101	0	1	7	8	20	25	53	73	4	5	9	200
73	Del Norte	do	G. W. Reed	1	0	9	13	0	0	2	0	2	5	0	0	1	2	3	150
74	Denver	High School (dist. No. 2.)	Ed. F. Hermanns	4	4	62	109	0	0	.....	.....	.....	.....	0	0	0	1	0	1,757
75	Denver (dist. No. 17)	North Side High School	C. I. Hays	1	4	38	99	0	0	0	0	35	90	0	0	3	14	0	1,000
76	Golden	High School	W. Triplet	2	1	24	46	0	0	0	0	24	0	244	264	0	0	0	700
77	Grand Junction	do	Mrs. Frances Long	1	2	29	23	0	0	0	0	8	3	0	0	2	1	0	200
78	Leadville	Central High School	Adella Holdridge	1	2	17	18	0	0	0	0	0	0	0	0	.....	.....	0	1,000
79	Longmont	High School	Geo. L. Harding	1	1	25	55	0	0	.....	.....	.....	.....	218	227	2	10	12	160
80	Loveland	do	A. Hamilton	1	0	14	22	0	0	5	2	3	10	145	137	0	0	0	300
81	Monte Vista	do	Grant Karr	2	0	6	12	0	0	.....	.....	2	2	140	160	1	3	2	20
82	Montrose	do	L. J. Cramer	1	0	12	8	0	0	.....	.....	.....	.....	158	122	2	1	.....	100
83	Pueblo (dist. No. 1)	do	Dimon Roberts	3	5	32	49	1	0	5	6	4	0	15	23	4	7	9	853
84	Pueblo (dist. No. 20)	Central High School	Ida B. Haslup	4	6	40	64	0	0	.....	.....	.....	.....	.....	.....	4	5	.....	.....
85	Salida	High School	A. L. Penhallow	1	2	8	27	0	0	0	0	0	0	12	20	0	4	.....	400
86	Sterling	do	F. H. Blair	2	0	10	34	0	0	2	4	0	0	12	6	0	0	5	25
87	Trinidad	do	R. M. Rolfe	2	1	26	41	0	0	.....	.....	.....	.....	0	0	2	7	.....	.....
	CONNECTICUT.																		
88	Bethel	High School	E. M. Crofoot	0	2	10	23	0	0	1	1	0	2	12	16	1	1	0	155
89	Birmingham	do	J. W. Peck	2	2	26	22	0	0	.....	.....	.....	.....	0	0	5	4	3	890
90	Branford	do	C. H. Harriman	1	1	10	129	0	0	0	0	2	0	1	3	1	3	0	600
91	Bridgeport	do	H. D. Simonds	2	7	111	187	0	2	36	6	10	0	0	0	6	39	7	731
92	Bristol	do	S. E. Forman	2	3	56	129	0	0	.....	.....	.....	.....	.....	.....	4	6	5	500

93	Collinsville	do	G. W. Flint	1	1	10	15	0	0	2	1	0	0	20	27	0	0	3	300
94	Danielsonville	Killingly High School	A. P. Somes	1	2	15	15	0	0	6	6	4	0	0	0	2	8	3	800
95	Durham	Coginchang High School	Lucy S. Merwin	0	1	6	7	0	0					7	6	0	0	0	48
96	East Hartford	High School	Fred E. Ostrander	1	1	15	14	0	0	0	0	0	0	13	15	0	0	0	15
97	Gildersleeve	do	Walter E. Morse	1	1	13	9	0	0	0	0	3	0	4	11	0	3	0	280
98	Groton	do	Rev. E. T. Miller	1	0	6	16	0	1					0	0	0	0	0	0
99	Guilford	Institute and High School	Wilbur E. Soule	1	1	7	16			3	9			15	19	4	3	2	250
100	Hartford	High School	Joseph Hall	13	12	285	422	0	2	212	268			0	0	36	59	37	3,800
101	Hazardville	do	Elmer E. Randall	0	3	8	12	0	0					57	49	1	2	0	245
102	Litchfield	Center High School	Robt. L. Zink	1	0	23	18	0	0	8	1	4	4	101	95	0	3	0	
103	Madison	Academy and High School	Ana C. Elliot	0	1	11	24			0	1			0	0	2	6		255
104	Manchester	North High School	C. S. Lyman	1	1	19	29	0	0	0	0	0	0	157	155	0	0	0	1,100
105	Meriden	High School	S. T. Frost	2	6	125	120	0	0	25	4	10	4	0	0	7	24	7	1,200
106	Middletown	do	W. B. Ferguson	3	3	58	84	0	0	5	7	14	11	0	0	4	16	12	600
107	Milford	Graded High School	H. I. Mathewson	1	0	10	15	0	0	0	0	0	0	150	165	0	11		275
108	New Britain	High School	John H. Peck	3	4	84	92	0	0	18	6			0	0	6	17	6	450
109	New Haven	Hillhouse High School	Isaac Thomas	8	14	323	392	0	1	108	36	154	0	0	0	53	60	47	2,500
110	Orange	High School	Georgia A. Ricker	0	1	6	13	0	0	0	0	0	0	4	0	0	4	0	50
111	Plainville	do	Myron E. Powers	1	1	10	20	0	0	1	0	2	0	144	158	0	0	0	0
112	Portland	Central High School	Martin W. Griffin	1	1	8	18	0	0	0	0	4	0	2	9	2	1	1	355
113	Rockville	High School	Isaac M. Agard, M. A	1	2	41	65	1	0					0	0	5	8	4	
114	Southington	Lewis High School	Horace W. Rice	1	2	34	52	0	0	1	1	0	0	0	0	6	5	1	350
115	South Norwalk	High School	W. C. Foote	1	2	27	22	0	0	1	0	3	0	0	0	1	4	0	
116	Stafford Springs	do	Francis A. Bagnall	1	1	23	37	0	0					113	120	6	6	6	1,325
117	Stamford	do	Wilmot R. Jones	5	3	57	86	0	0	9	4	1	0	0	0	2	9	1	450
118	Terryville	do	E. F. Newell	1	0	8	4	0	0	0	0	0	0	79	66	0	0	0	250
119	Thompsonville	do	E. H. Parkman	1	3	20	40	0	0	5	6			0	0	1	4	4	1,100
120	Wallingford	do	Daniel R. Knight	2	2	15	28	0	0	6	3	4	0	0	0	4	5	3	300
121	West Hartford	do	Alfred F. Howes	1	1	21	17	1	0	3	3	1	0	0	0	0	0	0	200
122	West Winsted	do	G. L. Lamphier	1	4	50	58	0	0	8	12	4	8	0	0	4	5	8	300
123	Wethersfield	do	Herman N. Durham	1	0	5	18	0	0	2	3	0	0	28	30	0	6	0	100
124	Willimantic	do	F. H. Beede	1	5	47	61	0	0	7	5	2	0	0	0	3	11	1	200
125	Windsor	do	Helen M. Cleveland	1	2	17	12	0	0					4	5	0	4		247
126	Winsted	do	W. G. Mitchell	1	1	23	14	0	0	3	0			129	149	0	0	0	
	DELAWARE.																		
127	Delaware City	High School	Jos. B. Handy	1	0	19	22	0	0					87	86	3	2	0	80
128	Felton	do	Grant Smith	1	0	4	5	0	0					8	4	1	0		300
129	Lewes	Union High School	H. J. Wightman	1	2	15	11	0	0	3	0	1	0	134	151	5	0	3	
130	Middletown	Academy	W. B. Tharp	1	0	8	17	0	0	0	0	0	0	117	119	1	0	0	1,100
131	Milford	High School	Daniel S. Ells	1	0	3	5	0	0					90	104	0	3		
132	New Castle	do	D. B. Jones	1	1	18	12	0	0	0	0	1	0	0	0	3	4	1	0
133	Smyrna	do	A. D. Yocum	1	0	10	20	0	0	0	0	5	1	0	0	3	3	2	60
134	Wilmington	Boys' High School	A. H. Berlin	5	6	193	0	0	0	0	0	8	0	106	0	27	0	0	150
	DISTRICT OF COLUMBIA.																		
135	Washington	Central High School	F. R. Lane	16	23	314	538	0	0	50	20	30	0	0	0	58	125	20	6,000
136	do	Eastern High School	C. M. Lacy Sites	5	10	149	234	0	0					0	0	31	38	18	600
137	do	Western High School	Edith C. Westcott	1	7	55	113	0	0	0	0	6	6	0	0	8	24	3	305
138	do	Colored High School	F. L. Cardozo	10	8	109	300	109	300	2	0	0	0	0	0	29	61	2	1,100

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	FLORIDA.																		
139	Anthony	High School	Geo. Stuart	1	1	10	15	0	0	----	----	----	----	30	45	0	1	----	----
140	Bartow	Summerlin Institute	T. F. McBeath	2	0	21	15	0	0	----	----	----	----	98	124	0	0	----	----
141	Eustis	High School	Mrs. Minnie Fields	1	1	22	13	0	0	0	0	2	1	0	0	0	0	0	0
142	Gainesville	Graded High School	Wm. R. Thomas	1	2	23	30	----	----	----	----	----	----	102	120	----	----	----	45
143	Jacksonville	Duval High School	Frederick Pasco	2	2	34	63	0	0	6	1	0	0	0	0	5	11	3	200
144	Kings Ferry	Academy	W. T. Asbury	1	0	5	2	0	0	8	8	0	0	15	7	----	----	----	----
145	Kissimmee	Osceola High School	David L. Ellis	2	0	15	17	0	0	2	3	2	0	0	0	1	1	6	----
146	Monticello	Jefferson Collegiate Institute.	Prof. W. B. Griffin	1	2	18	31	0	0	----	----	----	----	40	49	0	1	----	----
147	Ocala	High School	J. M. Streator	2	1	36	50	0	0	1	0	10	4	175	189	1	6	3	----
148	Palatka	do	Prof. I. I. Himes	0	5	93	102	0	0	0	0	0	0	5	9	0	0	0	75
	GEORGIA.																		
149	Acworth	High School	R. Johnston	1	0	12	10	0	0	12	6	0	0	52	47	----	----	----	----
150	Americus	do	J. E. McRee	2	1	32	61	0	0	----	----	----	----	0	0	0	0	0	0
151	Atlanta	Boys High School	Wm. M. Slaton	4	0	200	0	0	0	200	0	----	----	0	0	33	0	19	300
152	do	West End Academy	Rev. J. W. Roberts	1	1	25	35	0	0	20	30	0	0	100	140	2	4	6	441
153	Augusta	High School	John Neely	2	6	0	200	0	0	0	20	0	20	0	0	0	20	20	600
154	Bainbridge	do	E. L. McNabb	0	2	43	49	0	0	13	31	0	0	30	37	----	----	----	----
155	Blakely	Institute	W. H. Kilpatrick	2	0	18	19	0	0	11	19	6	0	65	74	0	0	0	0
156	Brooks Station	High School	Harmon Smith	1	1	41	65	0	0	4	10	0	0	3	4	0	0	0	----
157	Butler	Male and Female College	Sam. F. Gaslington	2	3	40	47	0	0	3	0	0	0	13	15	0	1	0	----
158	Canton	Etowah Institute	G. D. Pollock	1	2	30	30	0	0	0	0	0	0	65	75	0	0	0	400
159	Carrollton	High School	T. E. Hollingsworth	2	1	23	13	0	0	5	7	0	0	30	45	1	0	1	225
160	Cartersville	High School (dept.)	W. W. Davis	1	1	20	25	0	0	0	0	0	0	5	4	2	4	3	----
161	Columbus	High School	Homer Wright	3	0	34	51	0	0	0	0	0	0	0	0	9	12	0	0

162	Dalton	High School	L. A. McLaughlin	2	0	26	27	0	0	7	10	7	10	140	160	0	0	0	400
163	Forsyth	Hilliard Institute	Wm. D. Thurmond	1	0	47	0	0	0	20	0	10	0	25	0	0	0	0	125
164	Fort Valley	Grady Institute	W. J. Scroggs	2	3	39	35	0	0	4	4	0	0	49	49	2	3	2	------
165	Griffin	High School	J. Henry Walker	3	0	15	40	0	0	0	0	0	0	0	0	0	2	2	200
166	Hampton	....do	Prof. B. T. Faircloth	1	1	4	8	0	0	0	0	0	0	26	40	0	0	0	------
167	Harmony Grove	Academy	W. H. Cobb	1	2	26	17	0	0	5	3	0	0	39	44	3	2	8	------
168	Hawkinsville	Graded School	N. E. Ware	2	0	20	30	0	0	20	30	0	0	90	100	3	3	6	0
169	Lexington	Academy	M. S. Weaver	0	1	18	20	0	0	18	20	2	2	7	30	0	0	14	100
170	Macon	Gresham High School	C. B. Chapman	1	3	105	0	0	0	8	0	0	0	0	0	12	0	8	100
171	Madison	Male and Female Institute	A. J. Burruss	1	2	60	75	0	0	20	15	0	0	20	25	0	0	0	------
172	Marshallville	High School	J. W. Frederick	1	0	10	12	0	0	10	12	0	0	38	40	3	4	4	100
173	Milner	....do	C. S. Deane	1	0	9	16	0	0	----	----	----	----	62	41	0	0	0	0
174	Newnan	....do	J. E. Pendergrast	2	1	26	34	0	0	----	----	0	0	18	22	2	9	------	50
175	Pendergrass	Academy	W. K. Hall	1	1	10	15	0	0	3	4	0	0	76	60	0	0	0	------
176	Rome	High School	J. C. Harris	2	0	25	30	10	12	0	0	0	0	540	575	5	3	0	------
177	Sargent	Farmers' High School	Chas. P. Sanders	1	1	22	19	0	0	4	3	0	0	30	24	0	0	0	0
178	Savannah	High School	H. F. Train	5	2	79	129	0	0	----	----	----	----	0	0	10	23	------	0
179	Sparta	....do	W. T. Dumas	1	0	24	18	0	0	----	----	----	----	23	45	----	----	----	------
180	Temple	Academy	E. L. Connell	1	0	15	10	0	0	----	----	----	----	60	50	----	----	----	0
181	Union Point	High School	Geo. W. Tribble	1	1	14	12	0	0	----	----	----	----	41	31	3	2	0	------
182	Washington	Female Seminary	Mary R. Bright	0	2	0	40	0	0	----	----	----	----	0	60	0	0	0	0
183	Way Cross	High School	Robt. Bridges	2	1	30	39	8	15	----	----	----	----	263	268	1	5	0	------
184	West Point	High School (dept.)	W. J. McKenie	2	0	33	42	0	0	2	0	0	0	73	84	0	7	0	30
	IDAHO.																		
185	Boise City	High School	C. M. Kiggins	1	2	30	28	0	0	8	17	0	0	390	374	4	5	9	800
186	Caldwell	....do	J. L. Niday	1	0	6	16	0	0	0	0	0	2	84	84	0	0	0	10
187	Hailey	....do	N. I. Garrison	1	0	15	25	0	0	7	5	0	0	135	125	0	0	0	1,200
188	Lewiston	....do	C. A. Foresman	1	0	5	15	0	0	0	5	0	3	0	0	0	8	0	100
189	Moscow	....do	J. C. Muerman	1	1	14	7	2	2	1	0	0	0	462	307	0	3	0	100
	ILLINOIS.																		
190	Amboy	Old Brick High School	I. F. Edwards	1	1	18	31	0	0	----	----	----	----	4	9	4	5	0	110
191	Annawan	High School	Edw. J. Riley	1	0	12	15	0	0	----	----	----	----	33	45	0	0	0	12
192	Arcola	....do	Helen L. Sheridan	1	2	15	41	0	0	0	0	0	0	0	0	0	4	0	574
193	Astoria	....do	E. S. Smith	2	1	9	33	0	0	----	----	----	----	0	0	0	3	9	200
194	Athens	....do	Wm. Aldrich	1	0	15	24	0	0	0	4	0	0	175	190	0	0	0	113
195	Atwood	....do	Geo. S. Morris	1	0	14	19	0	0	2	3	0	0	91	127	2	5	5	94
196	Auburn Park	Calumet High School	Avon S. Hall	2	2	29	72	0	0	1	3	0	0	0	0	1	8	5	200
197	Augusta	High School	Anna H. McKee	0	2	26	25	0	0	7	4	1	0	0	0	2	4	3	300
198	Aurora	Western High School	Katherine Reynolds	2	3	24	64	0	0	0	0	1	0	0	0	8	22	12	255
199	Austin	High School	Miss Helen Wyllis	1	2	29	68	0	0	0	1	12	25	0	0	1	7	1	223
200	Barry	....do	H. C. McCarrel	1	1	15	22	1	0	----	----	----	----	177	170	2	8	0	300
201	Batavia	....do	Miss T. F. Garfield	1	1	15	16	0	0	----	----	----	----	0	0	5	7	------	40
202	Beardstown	....do	Miss Eva Saunders	2	1	27	33	0	0	3	7	1	0	0	0	4	5	3	1,600
203	Belvidere	North High School	J. C. Zinser	1	1	13	35	0	0	----	----	----	----	172	203	0	0	------	500
204	Belleville	High School	H. W. Brua	4	0	62	75	1	4	----	----	----	----	0	0	6	8	------	100
205	Bement	....do	J. M. Martin	2	0	22	14	0	0	----	----	----	----	0	0	3	0	0	160
206	Bloomington	....do	Edw. Manley	4	1	46	123	1	2	1	5	3	12	0	0	1	5	0	100
207	Brimfield	....do	H. D. Bittener	1	0	7	19	0	0	2	1	0	0	75	73	2	1	3	100

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ILLINOIS—continued.																		
208	Bushnell	High School	Benton E. Nelson	2	0	9	27	0	0	2	7	0	5	0	11	0	14	4	160
209	Byron	do	G. N. Maxwell	1	1	25	20	0	0	0	0	25	20	94	86	0	0	0	75
210	Cairo	Sumner High School (colored.)	J. C. Lewis	1	1	7	10	7	10	0	0	0	0	3	9	1	2	0	23
211	do	Douglas High School (white).	John Snyder	2	2	28	92	0	0	8	20	10	25	0	0	4	10	7	640
212	Cambridge	High School	Laura J. Haggart	0	1	10	15	0	0	4	5	3	5	90	135	1	7	2	100
213	Camp Point	Maplewood High School	Jno. W. Creekmur	1	1	18	25	.....	.....	.....	.....	.....	.....	140	150	2	2	3	300
214	Canton	High School	Mrs. E. W. Gallupp	2	3	29	79	0	1	0	0	8	5	0	0	2	8	5	403
215	Carlinville	do	Edwin H. Owen	1	1	9	21	0	0	2	6	1	0	10	16	2	7	3	950
216	Carmi	do	W. S. Booth (supt.)	2	0	20	50	0	0	0	0	0	0	0	0	2	2	0	.....
217	Carrollton	do	Clyde Slone	2	1	37	67	0	0	0	0	0	0	0	0	4	12	0	453
218	Centralia	do	D. W. Creekmur	1	2	38	57	38	46	0	1	0	0	592	581	4	6	1	200
219	Cerro Gordo	do	C. O. Du Bois	1	0	12	15	0	0	0	0	3	5	70	90	0	0	0	271
220	Champaign	do	Miss Lottie Switzer	2	2	53	63	0	1	.....	.....	.....	.....	0	0	14	8	0	300
221	Charleston	Union High School	Miss Louise Baumberger	1	3	26	66	0	0	2	3	0	0	0	0	2	9	5	971
222	Chatsworth	High School	W. R. Blackwelder	1	0	10	8	0	0	.....	.....	.....	.....	4	5	1	1	1	500
223	Chebawse	do	A. Leachman	1	2	20	40	0	0	.....	.....	.....	.....	60	70	2	4	0	500
224	Chenoa	do	F. M. Richardson	1	1	13	27	0	0	0	0	3	5	0	0	1	9	3	136
225	Chester	do	Geo. L. Guy	1	1	17	28	0	0	.....	.....	5	5	0	0	5	5	10	66
226	Chicago	Englewood High School	J. E. Armstrong	10	9	161	400	3	2	.....	.....	.....	.....	0	0	16	56	21	2,000
227	do	English Manual Training High School.	Albert R. Robinson	14	0	299	0	0	0	0	0	40	0	0	0	32	0	10	500
228	do	Hyde Park High School	C. W. French	10	10	220	481	2	1	17	16	100	200	0	0	19	65	34	1,500
229	do	Lake High School	Edw. F. Stearns	5	5	19	185	0	0	0	1	5	6	0	0	1	34	2	700
230	do	Lake View High School	James H. Norton	5	6	135	308	0	0	0	0	0	0	0	0	12	22	13	1,557
231	do	North Division High School.	Oliver S. Westcott	7	8	142	469	0	0	.....	.....	.....	.....	0	0	12	70	0	1,100
232	do	South Division High School.	J. Slocum	7	18	228	694	2	6	18	3	15	20	0	0	20	87	25	1,200

233	....do	West Division High School	G. M. Clayberg	16	20	302	1,094	2	5	20	10	.....	.....	0	0	25	138	30	1,000
234	Chillicothe	High School	J. L. Robertson	1	1	13	29	0	0	.....	.....	.....	.....	0	0	0	6	1	63
235	Clinton	....do	Minnie M. Bishop	1	2	18	27	2	0	.....	.....	.....	.....	0	0	0	0	0	250
236	Cuba	....do	Annie W. Thomas	0	1	24	22	0	0	0	0	0	0	28	28	8	2	2	25
237	Danville	....do	S. A. D. Harry	2	3	53	96	0	0	5	10	3	0	13	37	9	10	3	1,514
238	Decatur	....do	L. B. Lee	4	7	156	250	4	10	2	8	8	10	0	0	6	23	8	100
239	De Kalb	....do	Jno. T. Bowles	1	2	22	29	0	0	.....	.....	.....	.....	0	0	2	6	.....	205
240	Delavan	....do	Geo. A. Franklin	1	2	28	43	1	2	.....	.....	.....	.....	9	6	3	6	0	.....
241	Downers Grove	....do	J. K. Rassweiler	2	0	28	36	0	0	.....	.....	.....	.....	190	214	1	3	3	375
242	Durand	....do	Thos. A. Gallagher	1	0	19	19	0	0	.....	.....	.....	.....	45	54	.....	.....	.....	67
243	Dwight	....do	Wm. T. Wilson	1	1	15	22	0	0	0	0	0	0	15	19	2	3	0	500
244	Earlville	....do	J. H. Morton	1	0	6	13	0	0	1	5	2	3	4	5	.....	.....	.....	250
245	East Dubuque	....do	H. P. Caverly	1	0	22	20	0	0	.....	.....	.....	.....	90	95	3	5	0	.....
246	East St. Louis	....do	Chas. L. Manners	2	1	5	31	0	0	.....	.....	.....	.....	6	16	0	7	0	225
247	Effingham	....do	I. A. Smothers	1	1	23	39	0	0	0	0	0	0	0	0	5	4	0	12
248	Elgin	....do	K. D. Harger	1	4	53	95	0	2	0	0	.....	.....	0	0	5	14	.....	500
249	Elizabeth	....do	R. Rogers	1	1	12	15	0	0	0	0	0	0	48	45	0	0	0	50
250	Elmwood	....do	S. B. Allison	1	1	15	32	0	0	5	6	.....	.....	0	0	4	5	4	700
251	Eureka	....do	B. F. Vaughan	1	1	9	27	1	1	.....	.....	.....	.....	0	0	1	2	0	140
252	Evanston	Township High School	Henry L. Boltwood	3	8	141	200	0	2	20	8	12	3	0	0	10	17	15	700
253	Farmer City	High School	C. C. Covey	3	0	32	18	0	0	.....	.....	.....	.....	0	0	1	5	6	200
254	Farmington	....do	R. V. De Groff	1	1	23	48	0	0	.....	.....	.....	.....	0	0	0	6	.....	850
255	Forrest	....do	M. T. Bovard	1	5	7	15	.....	.....	.....	.....	.....	.....	113	95	0	0	.....	150
256	Forreston	....do	L. H. Coleman	1	0	4	7	0	0	0	0	1	1	0	0	0	0	0	200
257	Freeport	....do	R. E. Loveland	2	3	56	71	0	0	8	6	4	12	0	0	5	9	4	550
258	Galena	....do	Kate McHugh	1	3	30	40	.....	.....	.....	.....	6	12	.....	.....	4	8	.....	2,500
259	Galesburg	....do	Mrs. Mary Gettemy	2	5	58	128	2	7	.....	.....	.....	.....	0	0	7	24	2	434
260	Galva	....do	Fred. White	1	2	28	55	0	1	.....	.....	.....	.....	0	0	1	8	.....	857
261	Geneseo	....do	Miss Ada Schnabele	1	3	53	60	0	0	0	0	.....	.....	0	0	7	4	4	400
262	Genoa	....do	F. M. Overaker	1	1	14	33	0	0	12	21	4	6	0	0	0	5	.....	100
263	Gibson City	....do	J. D. Shoop	1	1	24	45	1	0	0	2	3	2	0	0	3	0	5	250
264	Golconda	....do	J. S. Spear	1	1	15	20	0	0	.....	.....	15	20	136	139	2	5	7	120
265	Grayville	....do	R. U. Jennings	2	0	13	18	0	0	.....	.....	.....	.....	134	130	0	2	0	138
266	Greenview	....do	J. S. Brazier	1	0	21	12	0	0	0	0	0	0	0	0	.....	.....	.....	170
267	Harvard	....do	Chas. W. Groves	2	0	14	35	0	0	0	0	5	14	0	0	1	7	5	555
268	Havana	....do	Sara E. Pierce	1	2	19	47	0	1	0	0	3	2	304	287	2	12	0	920
269	Henry	....do	P. K. Cross	1	1	31	27	0	0	.....	.....	.....	.....	5	15	3	4	4	400
270	Highland Park	Deerfield High School	Edw. M. Chase	1	1	12	27	0	0	2	3	1	2	0	0	1	3	0	22
271	Hillsboro	High School	D. O. Whitmer	1	2	29	46	0	0	0	0	0	0	219	267	1	12	.....	500
272	Hinsdale	....do	J. N. Kelly	1	1	12	15	0	0	.....	.....	.....	.....	0	0	0	0	0	403
273	Ipava	....do	J. C. Olson	1	0	13	22	0	0	0	0	1	1	81	65	3	4	0	216
274	Jacksonville	Washington High School	Virginia Graves	2	3	25	110	4	2	.....	.....	.....	.....	0	0	2	15	7	950
275	Joliet	High School	J. S. Brown	1	2	43	55	0	0	8	12	7	8	0	0	10	16	.....	150
276	Kankakee	....do	C. L. Clippinger	1	3	38	88	0	1	.....	.....	.....	.....	0	0	7	11	6	370
277	Kewanee	....do	E. C. Rosseter	2	5	53	64	0	0	0	0	9	6	23	32	11	12	9	505
278	Lacon	....do	Jno. C. Mountjoy	1	1	10	18	0	0	1	2	.....	.....	125	130	0	2	2	676
279	La Grange	Lyons High School	E. G. Cooley	3	3	37	76	0	0	.....	.....	.....	.....	0	0	5	10	.....	600
280	Lanark	High School	O. P. Cowen	1	5	27	34	0	0	.....	.....	.....	.....	148	149	2	7	0	400
281	Lena	....do	S. A. Harker	1	1	16	31	0	0	0	0	0	0	159	83	3	6	0	225
282	Le Roy	....do	Frank G. Blair	1	1	15	30	0	0	.....	.....	.....	.....	0	0	3	4	1	300
283	Lexington	....do	Frank L. Horn	1	1	30	32	0	0	10	9	8	5	144	146	5	7	9	150
284	Lockport	....do	W. D. Edwards	1	1	12	26	0	0	.....	.....	.....	.....	125	123	0	0	0	400

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Sudents below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ILLINOIS—continued.																		
285	Macomb	High School	Jno. M. Clenahan	2	1	11	65	0	2	0	0	3	5	0	0	1	13	4	100
286	Mansfield	do	Martha B. Barrett	1	7	47	122	0	2	23	56	0	0	0	0	5	14	19	.....
287	Marengo	do	C. W. Hart	1	1	12	30	0	0	.....	.....	.....	.....	140	160	1	7	.....	350
288	Maroa	do	B. F. Shipley	1	1	20	34	0	0	.....	.....	.....	.....	115	115	3	10	0	50
289	Marshall	do	L. A. Wallace	1	1	25	27	0	0	.....	.....	.....	.....	0	0	0	6	0	125
290	Mason City	do	J. P. W. Brouse	1	1	30	25	0	0	12	8	7	4	70	225	.....	.....	.....	1,700
291	Mattoon	do	Miss Kate Carman	1	3	36	71	1	5	3	0	14	8	0	0	5	12	7	1,018
292	Mayfair	Jefferson High School	Chas. A. Cook	4	6	42	112	0	0	7	18	6	0	0	0	5	16	11	800
293	Meredosia	High School	Geo. M. Burrus	1	0	14	18	0	0	0	0	4	6	0	0	0	0	0	25
294	Metamora	do	Chas. Griffiths	1	0	10	22	0	0	0	0	0	0	40	53	0	6	0	30
295	Metropolis	do	W. P. Cochran	1	2	39	69	0	0	0	3	2	0	0	0	2	8	5	200
296	Milford	do	Frank Harry	1	1	20	18	.....	.....	.....	.....	.....	.....	9	11	6	2	4	100
297	Minier	do	O. J. Condon	1	1	10	17	0	0	.....	.....	.....	.....	70	83	0	3	0	200
298	Minonk	do	R. Beebe	1	1	15	18	3	4	2	4	.....	.....	10	18	4	7	5	100
299	Moline	do	B. C. Caldwell	5	3	60	110	0	2	.....	.....	.....	.....	0	0	11	18	.....	1,100
300	Momence	do	H. P. Little	1	1	15	28	0	0	3	2	12	8	0	0	5	5	7	86
301	Monmouth	do	W. D. McDowell	2	2	26	52	1	2	.....	.....	.....	.....	0	0	4	5	8	.....
302	Monticello	High School (dept.)	Frank Brown	2	0	31	33	0	0	.....	.....	.....	.....	0	0	1	2	.....	204
303	Morris	High School	Miss Mary Holderman	1	2	7	54	0	2	0	0	0	0	0	0	0	17	0	271
304	Morrisonville	do	Oliver De Motte	1	0	6	4	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....
305	Mount Carroll	do	S. A. Maxwell	1	1	16	24	0	0	.....	.....	.....	.....	18	16	0	5	.....	1,077
306	Mount Pulaski	do	Wm. Miner	1	2	13	24	0	0	0	0	0	0	137	190	1	6	0	125
307	Mount Vernon	do	J. W. Emmerson	2	1	30	45	0	2	25	42	.....	.....	650	700	2	3	3	300
308	Naperville	Graded High School	R. F. Bunnell	1	0	0	6	0	0	.....	.....	.....	.....	9	11	0	6	.....	440
309	Nauvoo	High School	Sherman Cass	1	0	17	26	0	0	.....	.....	.....	.....	0	0	3	1	0	14
310	Newman	do	J. L. Hughes	1	1	52	48	0	0	.....	.....	.....	.....	0	0	7	6	0	150
311	Newton	do	May Taylor	0	1	24	26	0	0	6	10	0	0	0	0	0	0	0	500

312	Nokomis	do	M. L. Himmelnick	1	1	21	21	0	0	0	0	0	0	0	0	1	4	300
313	Normal	do	G. E. Marker	2	0	15	28	0	1	0	0	0	0	12	18	5	8	0	100
314	Nunda	Crystal Lake High School	Samuel M. Grimes	1	1	7	16	0	0	0	0	2	3	120	132	2	2	1	400
315	Oakland	High School	Zack Tompkins	1	1	25	25	0	0	.....	.....	5	6	95	105	1	3	.....	40
316	Oak Park	do	W. E. Goddard	2	5	71	107	0	0	.....	.....	.....	.....	0	0	2	5	2	300
317	Odell	do	E. E. De Butts	1	1	20	15	0	0	0	0	0	0	100	115	1	3	0	100
318	Olney	do	H. W. Shryock	2	2	35	84	0	0	0	0	.....	.....	15	18	4	18	1	50
319	Oregon	do	L. E. Harris	1	2	10	25	0	0	.....	.....	.....	.....	12	14	4	3	1	275
320	Oswego	do	Chas. H. Bucks	1	0	14	14	0	0	.....	.....	1	0	86	53	2	1	.....	100
321	Ottawa	Township High School	J. O. Leslie	5	5	103	132	0	0	10	6	8	4	0	0	17	18	8	1,000
322	Pana	East Side High School	W. T. Gooden	2	1	12	28	0	0	0	0	0	0	325	346	0	5	0	500
323	do	West Side High School	L. S. Ham	1	2	25	22	0	0	0	0	2	2	143	160	2	3	2	200
324	Paris	High School	A. Harvey	2	2	31	85½	1	0	31	80	31	85	0	0	5	8	13	150
325	Paxton	do	Miss Jessie Cowgill	1	1	16	34	0	0	.....	.....	.....	.....	0	0	6	6	9	300
326	Payson	do	N. J. Hinton	1	1	32	28	0	0	.....	.....	.....	.....	73	75	5	6	3	367
327	Pecatonica	do	Lucile Shimmin	0	2	4	11	0	0	.....	.....	.....	.....	14	16	0	4	.....	70
328	Pekin	do	Josephine Goodheart	1	3	37	75	0	0	.....	.....	.....	.....	0	0	0	10	10	284
329	Peru	do	F. W. Smertley	2	2	12	48	0	0	.....	.....	.....	.....	9	21	0	6	0	1,000
330	Petersburg	do	Geo. C. Power	2	0	21	42	0	1	3	0	0	0	0	0	5	10	3	600
331	Pittsfield	do	Irvin F. Mather	2	2	43	73	0	5	5	8	3	23	20	18	0	0	.....	187
332	Plano	do	W. McFarlane	1	1	15	20	0	0	.....	.....	.....	.....	0	0	0	0	.....	50
333	Pontiac	do	Ettie L. Smith	1	2	30	63	1	1	.....	.....	2	5	0	0	3	7	3	100
334	Princeton	do	Richard A. Metcalf	2	5	37	91	0	1	3	4	.....	.....	44	58	1	4	5	1,300
335	Ridge Farm	do	E. Hollingsworth	0	6	16	24	1	3	1	1	0	0	116	144	1	1	2	200
336	Robinson	do	W. C. Neilson	2	1	24	19	0	0	.....	.....	2	0	19	17	2	2	1	100
337	Rochelle	do	C. F. Philbrook	1	1	24	23	0	0	0	0	24	23	0	0	2	4	6	522
338	Rock Falls	do	Miss M. O. Smith	1	2	27	49	0	0	0	0	0	0	215	212	4	5	0	450
339	Rockford	do	Walter A. Edwards	3	6	108	229	1	2	4	3	15	45	0	0	9	40	13	952
340	Rock Island	do	James A. Bishop	3	5	77	130	0	0	38	46	0	0	0	0	8	25	9	580
341	Roodhouse	do	T. H. Cobbs	2	1	25	27	0	0	.....	.....	.....	.....	292	273	2	2	3	250
342	Rossville	do	H. W. Flanegin	1	1	10	26	0	0	.....	.....	3	3	0	0	1	5	2	300
343	Rushville	do	Nathan T. Veatch	1	2	19	48	0	0	.....	.....	.....	.....	247	278	2	6	0	.....
344	Sandwich	do	W. W. Wirt	2	0	28	38	0	0	.....	.....	.....	.....	0	0	0	0	.....	120
345	San Jose	do	M. Bollan	1	0	7	10	0	0	.....	.....	.....	.....	6	9	2	0	2	100
346	Savanna	do	B. F. Hendricks (supt.)	1	2	8	27	0	0	.....	.....	.....	.....	18	33	3	13	.....	200
347	Shelbyville	do	Miss Sara Burns	1	2	15	30	0	0	.....	.....	.....	.....	0	0	1	5	.....	340
348	Sheldon	do	M. L. Weems	1	1	9	13	0	0	.....	.....	.....	.....	28	18	4	3	.....	494
349	Sparta	do	J. M. Nickles	3	1	24	40	1	2	2	2	.....	.....	51	61	5	3	1	900
350	Springfield	do	Wm. Helmle	4	5	110	201	2	10	.....	.....	.....	.....	0	0	13	30	5	300
351	Sterling	do	Miss Anna Parmalee	1	3	35	54	0	0	0	0	10	12	0	0	4	8	5	500
352	do	Wallace High School	Mary E Carson	1	1	14	21	0	0	2	0	2	2	8	12	2	5	.....	235
353	Streator	Township High School	R. Williams	2	5	45	135	0	0	.....	.....	5	8	5	15	2	17	6	900
354	Sycamore	High School	Sarah E. Robinson	1	1	31	28	0	0	2	2	3	1	0	0	4	7	.....	1,000
355	Taylorville	Township High School	Arthur C. Butler	2	2	20	25	0	0	.....	.....	.....	.....	34	41	.....	.....	.....	258
356	Toulon	High School	J. H. Stickney	1	1	26	51	0	1	.....	.....	.....	.....	95	105	1	7	.....	155
357	Tuscola	do	Chas. S. Earle	2	2	28	35	0	0	12	16	13	14	0	0	6	7	6	273
358	Union	do	F. C. Proudley	1	1	4	5	0	0	0	0	2	3	30	40	0	0	5	50
359	Urbana	High School (dept.)	J. W. Hays	3	1	46	64	0	0	0	0	6	0	0	0	11	10	6	1,000
360	Vandalia	High School	W. F. Baxter	2	1	15	32	0	0	3	5	0	0	35	2	3	2	4	200
361	Virden	do	P. M. Silloway	2	0	26	46	0	0	.....	.....	.....	.....	0	0	2	11	.....	50
362	Virginia	do	T. W. B. Everhart	1	1	14	21	0	0	0	0	0	0	152	191	1	4	0	50
363	Warren	do	I. C. Baker	1	1	20	30	0	0	.....	.....	.....	.....	0	0	3	6	.....	50

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	ILLINOIS—continued.																		
364	Warsaw	High School	A. W. Hussey	1	1	13	18	0	0	0	0	4	0	142	200	2	3	2	25
365	Washburn	do	M. M. Alden	2	0	19	20	0	0	2	2	0	0	76	113	2	9	0	56
366	Washington	do	F. Calkins	1	1	19	32	0	0	.....	.....	.....	.....	146	151	2	11	.....	450
367	Watseka	do	S. W. Dixon	2	0	32	30	0	0	0	0	2	0	0	0	5	6	2	240
368	Waverly	do	J. M. Humer	2	0	16	26	2	1	.....	.....	.....	.....	0	0	2	5	1	200
369	Wenona	do	I. M. Ong	1	1	8	10	0	0	7	7	0	0	82	130	3	7	10	150
370	Wheaton	do	C. S. Blodgett	1	1	14	26	1	0	.....	.....	0	0	195	168	0	3	3	230
371	Whitehall	do	C. H. Andrews	2	0	26	44	0	0	2	0	1	0	0	0	7	7	3	675
372	Wilmington	do	Jno. J. Eckman	1	0	11	28	0	0	1	0	2	3	221	191	2	7	2	562
373	Winchester	do	A. V. Storm	1	2	12	39	0	0	0	1	2	5	25	23	0	0	0	420
374	Windsor	do	W. E. McCormick	1	4	15	35	0	0	.....	.....	.....	.....	80	90	0	7	.....	.....
375	Winnebago	do	H. W. Damon	1	0	14	24	0	0	.....	.....	.....	.....	0	0	0	5	0	150
376	Yorkville	do	W. J. Sutherland	1	1	40	35	0	0	15	10	0	0	110	90	4	3	7	250
	INDIANA.																		
377	Amboy	Academy	J. Z. A. McCaughan	2	0	28	32	0	0	.....	.....	.....	.....	85	97	6	4	7	30
378	Andrews	High School	J. C. Comstock	1	5	15	27	0	0	1	2	2	3	102	146	2	2	.....	180
379	Argos	do	W. B. Swearingen	2	0	11	12	0	0	0	0	0	0	152	164	2	1	0	60
380	Attica	do	Miss Nellie Lewis	1	1	17	16	0	0	1	2	0	0	0	0	0	3	0	1,000
381	Auburn	do	H. E. Coe	2	0	24	54	0	0	.....	.....	.....	.....	277	308	4	7	4	637
382	Aurora	City High School	Miss Anna Suter	1	2	30	42	0	0	.....	.....	.....	.....	0	0	7	4	.....	.....
383	Bedford	High School	Edw. K. Dye	2	1	33	69	0	0	.....	.....	.....	.....	0	0	2	6	3	500
384	Bloomington	do	Grace Woodburn	3	1	50	79	1	1	.....	.....	.....	.....	0	0	6	18	24	300
385	Bluffton	do	E. May Foltz	0	3	23	39	0	0	8	5	2	0	0	0	4	4	3	600
386	Boonville	do	Chas. E. Clark	1	0	19	13	0	0	3	0	1	0	0	0	7	4	4	125
387	Bourbon	do	B. McAlpine	1	1	14	17	0	0	0	0	0	0	130	142	6	8	.....	320

388	Brazil	do	P. N. James	1	2	30	44	0	0	16	28	14	16	0	0	4	13	8	250
389	Bremen	do	James E. Pomeroy	1	0	8	9	0	0	0	0	4	4	112	121	0	0	0	50
390	Brookville	do	H. S. Voorhees	1	0	11	9	0	0	.....	.....	.....	.....	201	211	8	2	1	.....
391	Brownstown	do	——— Evans	1	1	18	22	0	0	2	0	1	0	146	148	1	0	3	60
392	Cambridge City	do	A. L. Baldwin	3	0	31	37	2	1	31	37	0	0	161	171	5	7	12	600
393	Carmel	do	B. E. Ellis	1	1	30	25	0	0	0	0	10	8	115	95	22	18	10	400
394	Columbia City	do	P. H. Kirsch	1	1	13	25	0	0	13	25	0	0	288	276	1	4	9	2, 300
395	Columbus	do	Samuel Wertz	1	2	44	77	0	0	.....	.....	.....	.....	0	0	6	6	2	.....
396	Connersville	do	B. F. Thibaud	2	0	37	28	0	0	12	15	8	12	350	375	3	8	3	175
397	Covington	do	Mollie McMahon	1	1	5	22	0	0	2	5	0	0	0	0	2	4	3	26
398	Crawfordsville	do	Isaac E. Neff	2	3	21	92	0	0	0	0	1	3	0	0	3	11	4	300
399	Decatur	do	Miss Lell Segur	1	1	12	34	0	0	.....	.....	0	0	0	0	2	9	11	300
400	Delphi	do	Jno. M. Culver	2	1	19	46	0	0	5	10	0	3	0	0	0	9	4	500
401	Dublin	do	D. R. Elabargar	2	1	17	18	0	0	.....	.....	.....	.....	131	117	4	5	3	.....
402	Edinburg	do	R. E. Jones	2	1	26	31	0	1	8	3	6	4	0	0	1	3	3	80
403	Elizabethtown	do	Joseph L. Dixon	1	0	10	4	0	0	30	40	0	0	70	86	6	6	3	150
404	Elwood	do	C. S. Meek	2	0	14	24	0	0	.....	.....	.....	.....	0	0	6	1	4	200
405	Evansville	High School (colored)	Jno. R. Blackburn	1	1	12	21	12	21	0	0	0	0	276	311	0	2	0	.....
406	Fort Wayne	High School	Chester L. Lane	4	7	97	186	0	1	2	3	1	0	0	0	6	12	3	7, 000
407	Frankfort	do	John A. Wood	1	3	62	110	1	0	3	4	11	22	0	0	10	18	11	2, 050
408	Franklin	do	Will Featherngill	2	1	43	70	3	6	.....	.....	.....	.....	3	4	2	5	7	350
409	Garrett	do	Ella Vivian	1	1	10	16	0	0	.....	.....	.....	.....	3	1	2	2	.....	0
410	Goshen	do	Emma R. Chandler	1	3	60	72	0	0	.....	.....	.....	.....	629	678	4	1	.....	1, 500
411	Greenfield	do	T. E. Kinzie	2	1	45	56	0	0	.....	.....	.....	.....	0	0	10	12	.....	400
412	Greensburg	do	Geo. L. Roberts	3	1	44	70	0	2	.....	.....	.....	.....	0	0	5	5	.....	200
413	Greenwood	do	Elmer E. Tyner	2	0	18	18	1	1	1	0	1	0	130	142	1	1	0	200
414	Hagerstown	do	Clarkson D. Wissler	2	0	22	26	0	0	4	8	.....	.....	0	0	1	4	2	331
415	Huntingburg	do	F. S. Morgenthaler	1	1	20	30	0	0	2	4	2	2	230	295	1	3	3	200
416	Huntington	High School (dept.)	Miss Ella E. Kirtland	1	3	36	69	0	0	.....	.....	.....	.....	0	0	9	8	11	6, 350
417	Indianapolis	High School (No. 1)	Geo. W. Hufford	13	10	395	657	17	28	.....	.....	.....	.....	0	0	31	98	.....	1, 260
418	do	High School (No. 2)	C. E. Emmerich	4	5	86	155	1	2	.....	.....	.....	.....	0	0	0	0	.....	755
419	Jeffersonville	do	C. M. Marble	1	2	32	73	0	0	.....	.....	.....	.....	0	0	3	9	0	450
420	Kendallville	do	T. O. Hester	2	0	26	34	0	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....
421	Knightstown	do	Homer Cooper	2	1	25	37	5	6	.....	.....	.....	.....	220	230	1	9	10	100
422	Kokomo	do	Horace G. Woody	3	1	67	117	3	0	19	23	0	0	0	0	3	8	7	200
423	La Fayette	do	J. A. Zeller	3	4	20	107	3	6	.....	.....	.....	.....	0	0	0	18	.....	.....
424	Lagro	do	W. M. Pavey	1	4	28	19	0	0	.....	.....	.....	.....	57	71	6	5	.....	684
425	Laporte	do	J. F. Knight	6	1	49	76	0	2	.....	.....	.....	.....	0	0	4	15	7	4, 000
426	Lawrenceburg	do	G. D. Knopp	1	1	18	25	0	0	.....	.....	.....	.....	0	0	1	4	.....	500
427	Lebanon	do	Bettie Grimsley	2	2	37	55	0	1	.....	.....	.....	.....	452	464	5	8	.....	400
428	Lewisville	do	L. F. Lyman	0	2	22	15	0	0	0½	0	14	5	53	20	.....	.....	.....	110
429	Liberty	do	P. B. Nye	3	0	37	42	0	0	.....	.....	.....	.....	141	149	9	3	.....	105
430	Ligonier	do	W. A. Beane	2	1	25	34	0	0	.....	.....	.....	.....	238	256	3	3	.....	257
431	Lima	Township High School	W. H. Duff	1	3	20	24	0	0	20	24	.....	.....	60	64	5	6	11	100
432	Marion	High School	R. K. Bedgood	2	3	51	99	2	0	.....	.....	.....	.....	0	0	7	14	.....	2, 600
433	Martinsville	do	Paul Monroe	2	1	24	35	0	0	.....	.....	.....	.....	0	0	6	4	5	300
434	Michigan City	do	Edw. Boyle	2	2	42	45	0	0	.....	.....	.....	.....	0	0	7	15	.....	400
435	Middlebury	do	L. H. Kreke (supt.)	1	0	3	8	0	0	.....	.....	.....	.....	68	61	1	2	.....	150
436	Mishawaka	Union High School	Olive Batman	1	3	12	47	0	0	5	20	.....	.....	301	238	2	4	5	1, 150
437	Mitchell	High School	Miss Clara Mitchell	1	1	16	37	1	0	.....	.....	.....	.....	196	198	2	2	0	150
438	Monticello	do	R. E. Harris	3	0	23	21	0	0	.....	.....	.....	.....	13	22	0	0	.....	550
439	Mount Vernon	do	Edwin S. Monroe	4	0	31	64	0	0	4	10	4	0	0	0	8	11	7	200

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	INDIANA—continued.																		
440	Muncie	High School	W. H. Masters	1	3	66	112	2	1	.....	.....	.....	.....	0	0	2	8	.....	300
441	Nappanee	....do	B. F. Deahl	2	5	26	24	0	0	.....	.....	.....	.....	194	206	.....	.....	.....	240
442	New Albany	....do	Joseph P. Funk	1	2	51	80	0	0	0	0	.....	.....	0	0	5	12	.....	250
443	Newcastle	....do	Mrs. C. N. Mikels	2	2	49	67	1	3	2	3	.....	.....	0	0	3	13	.....	600
444	New Harmony	....do	C. H. Wood	2	1	50	35	1	2	3	5	2	1	250	260	5	5	3	10,000
445	Noblesville	....do	Geo. M. Miller	4	0	52	59	1	1	.....	.....	.....	.....	0	0	6	6	3	450
446	North Vernon	....do	Horace Ellis	1	3	23	27	0	1	5	3	3	1	0	0	4	7	6	500
447	Oxford	....do	M. F. Orear	1	1	19	17	0	0	0	0	19	17	0	0	2	4	6	123
448	Patriot	....do	R. L. Thieband	1	0	13	9	0	0	.....	.....	.....	.....	2	6	4	5	0	10
449	Pendleton	....do	E. D. Allen	2	0	10	20	0	0	.....	.....	.....	.....	110	140	1	1	2	300
450	Peru	....do	L. E. McCord	1	1	30	35	0	0	.....	.....	.....	.....	40	66	5	16	21	.....
451	Petersburg	....do	F. M. Chancellor	2	0	21	28	1	0	12	18	1	0	203	190	2	1	1	224
452	Plymouth	....do	J. W. Bray	2	0	29	22	0	0	0	0	0	0	0	0	5	2	0	4,000
453	Portland	....do	Geo. W. Meckel, M. S.	2	1	47	64	0	0	0	0	1	0	0	0	1	4	2	250
454	Princeton	....do	H. W. Monical	3	0	22	34	1	0	.....	.....	.....	.....	413	466	4	10	4	100
455	Remington	....do	W. R. Murphy	2	0	25	40	0	0	.....	.....	.....	.....	90	130	0	9	.....	500
456	Rensselaer	....do	H. O. Wise	3	0	46	38	0	0	.....	.....	.....	.....	0	0	4	4	4	900
457	Richmond	....do	Oscar L. Kelso	5	4	116	199	3	8	.....	.....	.....	.....	0	0	6	16	16	500
458	Ridgeville	....do	Chas. P. Collett	1	0	8	8	0	0	0	0	0	0	114	110	2	3	0	.....
459	Rising Sun	....do	W. S. Rowe	2	1	40	54	0	0	.....	.....	.....	.....	190	160	3	6	3	204
460	Roanoke	Township Graded School	J. F. Smith	1	0	9	9	0	0	.....	.....	.....	.....	0	0	0	0	0	50
461	Rockport	High School	C. L. Pulliam	2	1	25	40	0	0	.....	.....	.....	.....	0	0	3	6	9	400
462	Rockville	....do	Georgia Byer	1	1	18	25	1	6	.....	.....	.....	.....	172	239	1	4	2	600
463	Rushville	....do	S. Ambercrombie	1	1	14	31	0	0	0	1	1	1	295	315	3	8	11	850
464	Salem	....do	Harriet Caspar and Mary Dunlap.	1	1	8	9	0	0	.....	.....	.....	.....	3	5	1	3	2	250
465	Seymour	Shields High School	Elizabeth Grancl	1	3	17	31	0	0	4	7	0	0	0	0	4	7	11	.....

466	Spencer	High School	Miss Alice Milligan	1	1	25	50	1	1	25	50	0	0	245	218	5	12	17	300
467	Sullivan	do	C. A. Freeman	2	0	19	24	0	0	0	0	0	0	0	0	4	4	.....	405
468	Thorntown	do	A. E. Ferris	2	1	24	25	0	0	.....	.....	.....	.....	0	0	3	4	7	300
469	Tipton	do	O. C. Flanegan	2	1	36	28	0	0	.....	.....	.....	.....	0	0	0	2	.....	220
470	Union City	do	Mrs. Susan Patterson	2	2	35	54	0	0	.....	.....	.....	.....	229	247	2	6	8	800
471	Valparaiso	do	Susan M. Skinner	2	2	36	60	0	0	0	0	4	3	0	0	8	10	.....	600
472	Vevay	do	A. L. Trafelet	2	1	28	46	0	2	.....	.....	.....	.....	0	0	3	10	6	250
473	Wabash	do	Adelaide Baylor	1	3	40	79	1	0	1	1	1	1	0	0	5	15	.....	500
474	Warren	do	Bert W. Ayres	1	4	8	21	0	0	0	0	0	0	0	0	1	1	.....	103
475	Warsaw	High School (dept.)	Mrs. E. Mowrer	1	2	33	36	1	2	.....	.....	.....	.....	17	23	1	4	5	2,500
476	Washington	High School	W. F. Axtell	3	1	56	65	2	1	7	10	3	7	0	0	3	9	12	.....
477	Waterloo	do	Miss Viola Powers	1	5	23	20	0	0	.....	.....	5	1	120	112	5	1	6	200
478	Westfield	Union High School	A. V. Hodgen	1	2	50	100	1	2	0	7	5	0	100	150	5	7	.....	2,000
479	Williamsport	High School	S. C. Hanson	1	1	13	16	0	0	.....	.....	.....	.....	131	160	1	2	3	200
480	Winamac	do	Alex. T. Reid	1	1	22	39	0	0	9	12	2	0	140	165	1	4	3	.....
481	Winchester	do	Oscar R. Baker	2	1	54	71	0	0	.....	.....	.....	.....	343	350	10	9	4	900
482	Wolcottville	do	H. S. Gilhams	1	1	9	17	0	0	.....	.....	.....	.....	0	0	2	3	.....	150
483	Zionsville	do	M. D. Avery	1	0	12	11	0	0	0	0	3	3	87	86	1	1	0	250
	IOWA.																		
484	Ackley	High School	C. H. Cole	1	1	14	41	0	0	0	0	5	7	182	165	2	2	2	425
485	Adel	do	E. B. Wilson	1	2	30	28	0	0	.....	.....	.....	.....	170	140	4	5	.....	125
486	Afton	do	Robt. A. Kletzing	1	2	36	59	1	1	0	0	0	0	0	0	0	0	0	27
487	Akron	do	I. C. Hise	1	1	9	23	0	0	9	23	0	0	110	118	2	3	.....	300
488	Albia	do	H. C. Hollingsworth	1	2	44	55	0	1	.....	.....	.....	.....	246	291	4	3	.....	600
489	Algona	do	W. H. Dixon	1	2	19	44	0	0	.....	.....	2	4	0	0	3	8	6	200
490	Allerton	Normal and Graded School	J. F. Holiday	2	0	40	47	0	0	.....	.....	.....	.....	100	129	4	10	.....	400
491	Ames	High School	C. C. Carstens	1	3	46	53	0	0	6	9	3	7	257	265	0	0	0	50
492	Anamosa	do	A. Palmer	1	1	22	26	0	0	.....	.....	.....	.....	9	11	2	8	.....	100
493	Atlantic	do	Ellen M. Austin	0	4	80	81	0	0	.....	.....	.....	.....	0	0	6	7	.....	275
494	Audubon	do	F. P. Hocker	1	1	17	36	0	0	.....	.....	.....	.....	0	0	2	12	0	266
495	Avoca	do	W. C. Davis	1	1	12	18	0	0	5	8	2	3	8	22	0	0	.....	50
496	Bedford	do	W. Bell	1	2	45	40	0	1	.....	.....	.....	.....	0	0	4	5	6	350
497	Belle Plain	do	S. B. Montgomery	2	1	47	68	0	0	.....	.....	.....	.....	250	300	3	7	4	265
498	Belleview	do	H. W. Arnold	1	1	3	28	0	0	.....	.....	.....	.....	126	113	.....	.....	.....	250
499	Blairstown	do	John McCarthy	1	0	2	7	0	0	.....	.....	.....	.....	50	65	2	7	0	125
500	Bloomfield	do	G. M. Holiday	1	1	12	25	7	9	.....	.....	.....	.....	221	279	1	0	11	50
501	Bonaparte	do	W. T. Dick, B. D.	1	1	14	23	0	0	.....	.....	.....	.....	20	22	3	5	.....	80
502	Boone	do	Geo. I. Miller	1	3	60	70	0	0	5	18	.....	.....	590	730	4	11	0	2,000
503	Brighton	do	A. L. Holiday	1	1	35	19	0	0	.....	.....	.....	.....	70	90	0	0	.....	200
504	Brooklyn	do	Fred S. Robinson	1	2	21	39	0	0	0	0	21	39	154	140	1	6	7	251
505	Burlington	do	E. Poppe	4	4	122	230	0	0	.....	.....	.....	.....	0	0	4	31	4	710
506	Carroll	do	J. L. Rose	3	0	28	30	0	0	9	11	0	0	33	40	4	7	2	.....
507	Carson	do	A. J. Burton	1	0	12	28	0	0	0	3	.....	.....	58	62	4	0	2	100
508	Cedar Falls	do	Miss Grace Norton	1	3	32	69	0	0	.....	.....	.....	.....	324	358	5	13	8	300
509	Cedar Rapids	do	Abbie S. Abbott	0	10	50	91	2	3	5	2	3	4	1,955	2,210	6	25	13	900
510	Chariton	do	L. B. Carlisle	1	2	29	67	0	0	.....	.....	.....	.....	0	0	3	9	.....	726
511	Charles City	do	Gazelle Holstead	1	5	69	159	0	0	.....	.....	.....	.....	0	0	4	17	0	100
512	Cherokee	do	J. C. Yocum	1	3	39	79	0	0	.....	.....	.....	.....	343	331	4	9	6	300
513	Cincinnati	do	Prof. J. W. Robey	1	1	14	33	0	0	0	0	4	7	78	100	3	6	.....	250
514	Clarion	do	J. R. McCullom	1	0	6	20	0	0	.....	.....	.....	.....	80	224	2	4	.....	.....

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	IOWA—continued.																		
515	Clear Lake	High School	D. H. Campbell	1	1	10	15	0	0	.....	.....	.....	.....	185	205	2	4	.....	25
516	Clinton	....do	Julia A. Sweet	1	7	43	121	0	2	10	12	2	0	0	0	4	28	8	800
517	Colfax	....do	D. M. Kelly	1	2	25	26	0	0	.....	.....	.....	.....	110	113	0	0	0	0
518	Columbus Junction	....do	G. H. Mullen	1	4	20	23	0	0	.....	.....	.....	.....	90	95	0	0	.....	10
519	Corning	....do	Ira P. Clark	1	3	37	49	6	5	22	35	10	12	247	222	5	6	9	350
520	Correctionville	....do	C. W. Beane	0	5	16	28	0	0	3	10	.....	.....	118	138	2	6	0	350
521	Corydon	....do	Louis Begeman	1	1	30	43	0	0	.....	.....	.....	.....	105	134	4	5	.....	150
522	Cresco	....do	L. E. A. Ling	1	1	29	37	0	0	.....	.....	.....	.....	0	0	4	2	0	300
523	Creston	....do	O. E. French	2	5	78	151	0	0	.....	.....	.....	.....	0	0	9	13	.....	.....
524	Davenport	....do	Henry H. Roberts	4	5	109	201	0	1	3	0	.....	.....	0	0	29	9	3	500
525	Decorah	....do	S. S. Lownsley	2	4	16	47	0	0	.....	.....	.....	.....	219	237	1	2	.....	150
526	Denison	....do	A. C. Warthen	1	1	31	35	0	0	3	4	4	7	0	0	2	5	0	987
527	Des Moines	East Side High School	E. H. White	2	7	91	190	2	3	.....	.....	.....	.....	0	0	13	37	.....	1,500
528	De Witt	High School	Margaret Buchanan	0	2	16	30	0	0	.....	.....	.....	.....	0	0	4	6	.....	425
529	Dow City	....do	Miss Ida Masher	0	1	16	22	0	0	0	0	0	0	91	87	0	0	0	30
530	Dows	....do	R. B. Daniel	1	0	2	3	0	1	2	6	0	2	70	82	0	0	0	132
531	Dubuque	....do	D. Compton	2	5	91	187	0	0	.....	.....	.....	.....	0	0	13	22	.....	400
532	Dunlap	....do	G. H. Scott	1	1	15	21	0	0	0	0	.....	.....	138	156	0	1	0	150
533	Eagle Grove	....do	J. Grundy	1	1	26	27	0	0	.....	.....	0	5	0	0	0	5	5	150
534	Eldon	....do	J. T. Anderson	1	1	25	25	0	0	4	6	2	0	200	250	2	8	2	275
535	Eldora	....do	C. F. Woodward	1	2	39	60	0	0	.....	.....	10	5	202	198	2	7	2	185
536	Elkader	....do	J. E. Webb	3	0	28	38	0	0	0	0	12	16	76	79	3	5	9	300
537	Emmetsburg	....do	W. E. D. Rummel	2	0	26	18	0	0	4	5	3	0	149	156	0	0	0	555
538	Essex	....do	Will I. Long	1	1	10	12	0	0	.....	.....	2	0	16	8	0	0	.....	.....
539	Estherville	....do	H. H. Davidson	1	1	19	31	0	0	.....	.....	.....	.....	258	245	1	3	.....	200
540	Fairfield	....do	J. E. Williamson	1	2	34	55	0	0	.....	.....	.....	.....	0	0	1	11	.....	185
541	Farragut	....do	C. P. Beale	1	0	17	20	0	0	.....	.....	.....	.....	60	54	0	0	.....	210

542	Fayette	do	Arthur Chapman	2	0	14	24	0	0	6	20	.....	.....	124	146	8	3	5	204
543	Garden Grove	do	A. Brandvig	1	1	4	9	0	1	1	3	0	0	71	74	0	0	0	203
544	Glenwood	do	W. H. Ford	1	1	16	32	.....	.....	.....	.....	.....	.....	270	278	5	10	8	1,112
545	Grand Junction	do	J. L. Lyon	1	0	16	24	0	0	.....	.....	.....	.....	122	121	3	3	1	500
546	Greenfield	do	A. A. Taylor	1	1	5	10	.....	.....	0	0	.....	.....	194	218	1	8	.....	150
547	Grundy Center	do	W. D. Wells	2	0	29	24	0	0	1	0	2	4	0	0	3	8	7	600
548	Guthrie Center	do	F. E. Palmer	2	0	15	20	0	0	3	17	.....	.....	160	140	0	5	3	175
549	Guttenberg	do	Sumner Miller	1	4	17	22	0	0	.....	.....	.....	.....	0	0	2	6	.....	83
550	Hamburg	do	J. C. King	1	1	20	35	0	0	.....	.....	.....	.....	260	250	2	2	4	100
551	Hampton	do	Wilbur H. Bender	2	5	40	60	0	0	.....	.....	.....	.....	20	25	6	12	6	.....
552	Harlan	do	A. B. Warner	1	2	32	89	0	0	.....	.....	.....	.....	0	0	4	14	7	200
553	Hawarden	do	J. L. Mishler	1	1	15	15	0	0	.....	.....	.....	.....	221	179	2	3	2	.....
554	Hull	do	D. M. Odle	1	0	9	18	0	0	0	0	4	3	86	118	1	6	0	150
555	Humboldt	do	Clarence Messer	2	0	21	55	0	0	.....	.....	.....	.....	119	143	2	2	.....	110
556	Humeston	do	Clara Goltry	1	1	9	11	.....	.....	.....	.....	.....	.....	100	119	0	0	.....	200
557	Ida Grove	do	Sherman Yates	1	1	16	32	0	0	0	2	8	4	8	14	4	8	5	300
558	Indianola	do	Belle M. Hostie	1	2	45	63	0	0	.....	.....	.....	.....	0	0	6	11	.....	150
559	Iowa City	do	W. F. Cramer	3	4	85	99	0	0	20	51	51	33	0	0	10	10	.....	800
560	Iowa Falls	do	J. Peasley	1	2	24	40	1	0	1	5	0	0	0	0	2	2	.....	50
561	Ireton	do	R. C. Adams	1	0	3	6	0	0	.....	.....	.....	.....	87	102	0	0	0	30
562	Jefferson	do	E. D. Y. Culbertson	1	2	49	63	0	1	.....	.....	.....	.....	243	244	8	5	7	425
563	Kellogg	do	Emory A. Rolfe	1	1	5	15	0	0	.....	.....	2	12	10	20	1	2	1	200
564	Keosauqua	do	Albert B. Goss	2	0	30	30	0	2	.....	.....	.....	.....	135	148	5	5	.....	175
565	Kingsley	do	Clara W. Ellis	0	4	18	22	0	0	.....	.....	.....	.....	80	90	2	2	.....	50
566	Lake City	do	M. F. Morgan	1	0	5	7	0	0	.....	.....	.....	.....	0	0	0	5	3	200
567	Lenox	do	O. E. Arbuckle	1	0	0	4	0	0	0	0	0	0	183	176	0	4	.....	60
568	Lineville	do	J. W. Cradler	1	1	25	40	0	0	2	5	.....	.....	56	59	3	4	1	200
569	Lisbon	Washington High School	W. E. Arbingast	1	0	4	12	0	0	.....	.....	.....	.....	96	118	.....	.....	.....	50
570	Logan	High School	H. E. Wheeler	1	2	30	50	0	0	.....	.....	.....	.....	150	194	7	7	2	200
571	Lynnville	do	Miles Newby	1	0	6	12	6	12	6	10	1	3	65	92	2	3	.....	100
572	Lyons	do	Mrs. L. E. Wilson	1	2	30	40	0	0	0	0	2	3	0	0	2	9	5	300
573	Malcom	do	M. D. Hayes	1	3	2	5	0	0	0	0	0	0	46	46	0	0	0	160
574	Malvern	do	E. H. Hamilton	1	0	18	17	0	0	3	7	4	6	0	0	3	2	5	17
575	Manchester	do	Amy Boggs	2	3	53	69	0	0	.....	.....	.....	.....	0	0	0	5	.....	200
576	Manning	do	Sara L. Garrett	1	1	29	34	0	0	0	0	1	1	0	0	8	9	1	200
577	Mapleton	do	C. F. Garrett	0	4	35	40	0	0	.....	.....	6	10	120	110	1	8	.....	126
578	Maquoketa	do	C. C. Dudley	1	3	45	61	0	0	10	13	12	8	0	0	8	20	6	83
579	Marion	do	Lizzie Marshall	1	3	58	95	1	0	.....	.....	.....	.....	0	0	11	17	7	355
580	Marshalltown	do	H. B. Hayden	3	5	53	135	0	0	4	10	7	8	0	0	2	10	4	3,869
581	Menlo	do	R. C. Gibson	1	1	5	10	0	0	.....	.....	.....	.....	7	13	3	1	.....	200
582	Milton	do	David Williams	1	0	40	40	0	0	0	0	.....	.....	116	102	1	7	0	.....
583	Missouri Valley	do	Miss Emma De Groff	1	2	26	25	0	0	0	0	0	0	10	17	3	3	0	400
584	Mitchellville	do	C. H. Kegley	1	1	29	33	0	0	.....	.....	.....	.....	64	68	3	9	.....	91
585	Monroe	do	T. J. Gassor	1	1	14	25	0	0	.....	.....	.....	.....	0	0	4	4	8	421
586	Montezuma	do	G. W. Bryan	1	2	35	65	0	0	10	5	.....	.....	0	0	9	8	6	400
587	Monticello	do	W. A. Doron	1	2	31	48	0	0	.....	.....	.....	.....	250	216	5	6	.....	250
588	Montrose	do	W. H. Hopkirk	1	1	31	49	0	0	3	0	3	0	71	94	4	3	0	64
589	Morning Sun	do	A. M. M. Dornon	2	1	25	27	0	0	.....	.....	.....	.....	126	124	4	4	3	.....
590	Moulton	do	F. E. King	2	1	38	48	1	0	.....	.....	.....	.....	106	127	2	7	9	550
591	Mount Pleasant	do	Laura J. Brown	1	2	34	56	2	3	8	12	.....	.....	0	0	5	6	5	.....
592	Mount Vernon	do	H. R. Wright	1	1	30	34	0	0	.....	.....	.....	.....	0	0	8	11	19	150
593	Muscatine	do	E. F. Schall	3	3	46	83	1	1	.....	.....	.....	.....	0	0	13	18	7	200

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	IOWA—continued.																		
594	Nashua	High School	Scott Prouty	2	1	17	39	0	0	.....	.....	.....	.....	144	164	0	4	5	250
595	Neola	....do	W. B. Rowland	1	3	8	14	0	0	2	2	.....	.....	112	150	0	0	0	10
596	New Sharon	....do	E. C. Meredith	2	0	34	56	0	0	18	26	6	9	135	186	8	7	11	85
597	Newton	....do	E. J. H. Beard	1	2	20	54	1	1	12	30	.....	.....	288	291	1	11	12	809
598	Nora Springs	....do	W. H. Allis	1	1	14	10	0	0	.....	.....	.....	.....	12	20	3	6	.....	150
599	Northwood	....do	E. W. G. Vogenitz	1	0	5	15	0	0	0	0	5	5	6	18	2	4	0	200
600	Odebolt	....do	J. H. Orcutt	1	1	20	36	0	0	.....	.....	1	0	129	165	1	5	.....	150
601	Ogden	....do	C. F. Curtis	1	1	17	18	.....	.....	.....	.....	.....	.....	4	4	1	1	1	263
602	Orange City	....do	R. W. Olmsted	1	1	6	10	0	0	.....	.....	.....	.....	195	201	0	0	0	300
603	Oskaloosa	....do	G. H. Stempel	4	4	50	126	2	1	11	54	20	44	0	0	8	22	30	1,800
604	Pella	....do	Miss C. V. Linden	0	2	5	21	0	0	.....	.....	.....	.....	19	25	.....	.....	.....	300
605	Postville	....do	E. H. Hurd	1	1	10	11	0	0	0	0	0	0	31	18	4	5	.....	35
606	Red Oak	....do	Ira S. Conditt	2	1	34	61	0	1	.....	.....	.....	.....	4	10	4	7	4	1,000
607	Riverton	....do	M. E. Dailey	1	0	4	7	0	0	.....	.....	.....	.....	80	84	3	4	.....	.....
608	Rock Rapids	....do	E. E. Blanchard	1	2	21	50	0	0	7	18	.....	.....	150	230	3	5	6	500
609	Sabula	....do	P. E. Hoadley	1	1	8	20	0	0	.....	.....	0	2	80	100	1	6	3	150
610	Sac City	....do	J. N. Hamilton	1	0	21	34	0	0	0	0	3	5	162	243	2	5	7	70
611	St. Charles	....do	S. J. Little	1	1	22	24	0	0	.....	.....	.....	.....	0	0	4	2	.....	300
612	Sanborn	....do	W. J. Simpson	1	1	12	10	0	0	.....	.....	.....	.....	0	0	0	0	0	200
613	Seymour	....do	S. L. Hill	2	0	15	39	0	0	0	6	.....	.....	165	227	0	2	0	200
614	Shelby	....do	U. G. Durfee	1	0	13	19	0	0	0	0	0	0	11	11	0	4	0	363
615	Shenandoah	....do	Etta M. Hunter	1	2	31	59	0	0	0	0	.....	.....	0	0	2	1	.....	300
616	Sibley	....do	Geo. H. Olmsted	1	1	22	51	0	0	0	0	0	0	157	146	2	8	0	400
617	Sigourney	....do	J. P. Dodds	1	1	30	25	0	0	.....	.....	.....	.....	0	0	3	3	.....	.....
618	Sioux City	....do	C. A. Miller	2	8	78	134	0	0	3	6	.....	.....	20	25	8	11	19	.....
619	Sioux Rapids	....do	J. E. Durkee	1	1	20	30	0	0	5	10	3	4	4	10	6	6	11	200
620	Spencer	....do	F. E. Willard	1	1	25	38	0	0	5	4	0	0	0	0	.....	.....	.....	75

621	State Center	do	Lucy Curtis	0	2	26	37	0	0	.....	.....	.....	.....	110	144	4	4	5	328
622	Storm Lake	do	H. G. Lamson	1	2	17	26	0	0	.....	.....	.....	.....	8	8	7	1	.....	600
623	Strawberry Point	do	E. S. Hasly	1	1	18	32	0	0	0	0	.....	.....	0	0	7	10	.....	230
624	Tabor	do	Miss A. L. Blakely	0	1	6	10	0	0	.....	.....	.....	.....	86	80	6	10	16	100
625	Tana	do	H. M. Rebok	2	0	27	24	0	0	.....	.....	.....	.....	0	0	1	3	0	175
626	Tipton	do	J. E. Luckey	1	1	34	50	1	0	.....	.....	.....	.....	0	0	18	7	.....	.....
627	Toledo	do	J. B. Young	2	1	43	66	0	0	.....	.....	.....	.....	221	228	6	12	.....	400
628	Van Wert	do	W. W. Palmer	1	0	3	0	0	0	0	0	0	0	17	21	2	0	.....	15
629	Victor	do	S. T. May	1	1	10	20	0	0	0	.....	.....	.....	20	12	5	8	.....	300
630	Villisca	do	Miss M. F. Hearst	1	3	50	75	0	0	.....	.....	.....	.....	0	0	5	7	0	300
631	Vinton	do	J. W. McClellan	2	2	42	55	0	0	8	10	6	6	0	0	6	12	12	250
632	Walnut	do	M. E. Crosier	1	2	21	29	0	0	1	0	3	4	0	0	0	0	.....	134
633	Wapello	do	V. C. Gambell	1	1	31	50	1	1	0	0	1	3	120	120	4	7	4	40
634	Washington	do	D. W. Servis	1	2	37	93	0	1	4	7	.....	.....	0	0	5	31	3	50
635	Waterloo	Eastern High School	Lydia Hinman	1	5	32	83	0	0	.....	.....	.....	.....	0	0	5	11	5	300
636	do	Western High School	Annie S. Newman	1	3	37	70	0	0	0	0	0	0	0	0	4	11	.....	400
637	Waukon	High School	H. F. Kling	2	0	28	33	0	0	0	0	.....	.....	162	178	4	7	.....	450
638	Waverly	do	S. H. Sheakley	2	2	50	65	0	0	0	0	20	30	0	0	6	14	5	1,200
639	Webster City	do	E. T. Fitch	1	3	40	60	0	0	2	1	38	59	325	375	6	12	18	300
640	What Cheer	do	A. L. Shattuck	1	1	18	22	0	0	.....	.....	.....	.....	0	0	4	2	0	30
641	Williamsburg	do	A. T. Hukill	1	3	47	40	0	0	.....	.....	.....	.....	99	112	0	0	.....	100
642	Wilton Junction	do	A. L. Brower	1	2	34	38	0	0	.....	.....	.....	.....	0	0	3	6	5	300
643	Winterset	do	W. J. Dean	1	2	22	49	1	0	.....	.....	.....	.....	0	0	1	10	0	250
644	Wyoming	do	Horace Coe	1	1	12	20	0	0	0	0	0	0	28	12	0	0	.....	108
	KANSAS.																		
645	Abilene	do	W. W. Brown	2	2	35	67	0	0	1	3	.....	.....	0	0	3	2	4	1,600
646	Argentine	do	Eunice J. Norris	1	1	13	29	0	0	.....	.....	.....	.....	.....	.....	2	5	.....	37
647	Atchison	do	J. T. Dobell	1	2	22	80	2	19	3	0	0	4	0	0	1	7	5	200
648	Belle Plaine	do	D. A. Iliff	1	0	10	12	0	0	.....	.....	.....	.....	116	120	0	2	.....	250
649	Beloit	do	Miss Lucy Arthur	2	2	60	100	0	0	.....	.....	.....	.....	321	310	14	20	.....	500
650	Bunker Hill	do	J. L. Shearer	1	0	2	10	1	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....
651	Burlingame	do	L. E. Eddy	1	1	24	38	0	0	0	1	1	0	90	230	3	8	0	1,250
652	Burlington	do	Mrs. May Shaw	1	1	24	38	2	3	.....	.....	.....	.....	0	0	0	4	2	500
653	Caldwell	do	J. F. Clark	1	1	12	12	0	0	1	0	0	0	14	22	2	4	0	600
654	Cawker City	do	L. J. Hall	2	0	15	25	0	0	.....	.....	.....	.....	120	150	0	0	.....	500
655	Chanute	do	S. W. Black	2	0	19	37	0	3	2	6	5	13	10	25	6	6	4	.....
656	Chapman	Dickinson High School	S. M. Cook	4	3	88	115	0	0	1	6	10	15	0	0	10	12	6	800
657	Cherryvale	High School	E. F. Taylor	1	2	13	24	8	16	0	0	13	24	398	393	2	11	13	.....
658	Chetopa	do	Clay D. Herod	1	0	20	29	0	0	.....	.....	3	1	279	350	6	7	2	50
659	Clay Center	do	B. F. Merten	2	1	12	30	0	0	15	18	.....	.....	36	42	4	9	9	781
660	Colby	do	J. W. McDougal	1	0	8	5	0	0	.....	.....	.....	.....	10	25	1	5	0	100
661	Concordia	do	Harriett L. Bennett	1	2	25	45	0	0	.....	.....	.....	.....	350	375	1	4	2	300
662	Cottonwood Falls	do	W. B. Brown	2	0	26	16	0	0	2	0	0	0	12	31	3	2	2	471
663	Council Grove	do	Miss Alice Gibson	1	1	5	23	0	2	2	14	.....	.....	12	18	3	9	2	15
664	Dodge City	do	Warren Baker	2	0	18	24	1	0	3	5	0	0	0	0	0	0	0	400
665	Downs	do	W. H. Andrews	1	1	10	11	0	0	0	0	4	3	11	9	0	1	0	152
666	Eldorado	do	W. M. Fisher	2	0	29	50	0	0	2	1	0	0	0	0	4	7	3	200
667	Ellis	do	A. W. Whelan	1	0	8	10	0	0	.....	.....	.....	.....	6	6	1	1	.....	50
668	Ellsworth	do	R. F. Malaby	2	0	20	30	0	1	.....	.....	.....	.....	200	250	4	4	2	350
669	Emporia	do	Jno. Dietrich	2	2	35	86	2	8	.....	.....	.....	.....	0	0	9	12	13	800

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	KANSAS—continued.																		
670	Erie	High School	C. E. Merwin	1	0	15	29	0	0	.....	.....	.....	.....	0	0	1	7	.....	.....
671	Eureka	.....do	Jessie Brookover	1	2	21	62	1	0	0	0	.....	.....	0	0	3	5	.....	100
672	Fort Scott	.....do	D. M. Bowen	1	3	61	120	7	18	.....	.....	.....	.....	0	0	13	32	.....	150
673	Frankfort	.....do	T. P. Bogar	1	1	6	22	1	3	.....	.....	.....	.....	8	0	2	3	1	500
674	Galena	.....do	E. A. Herod	1	0	12	15	1	0	2	6	.....	.....	13	20	.....	.....	.....	100
675	Garnett	.....do	Miss Nannie B. Hunter	1	1	21	47	1	0	.....	.....	.....	.....	309	284	3	4	3	75
676	Geneva	.....do	L. L. Carter	1	0	3	4	0	0	0	1	.....	.....	0	0	.....	.....	.....	50
677	Girard	.....do	J. W. Weltner	1	1	19	32	0	0	.....	.....	19	32	0	0	0	1	1	200
678	Glen Elder	.....do	W. S. Hadley	2	2	16	15	0	0	3	4	.....	.....	94	99	3	0	.....	228
679	Goodland	.....do	R. M. Killion	1	0	10	16	0	0	.....	.....	.....	.....	130	182	0	0	0	80
680	Great Bend	.....do	Laura Humphrey	1	1	10	17	1	1	4	12	.....	.....	354	396	3	6	1	200
681	Grenola	.....do	J. F. Deal	1	1	10	5	0	0	.....	.....	.....	.....	128	128	.....	.....	.....	68
682	Halstead	.....do	B. B. Breese	1	0	2	7	0	0	0	0	0	0	11	19	1	2	1	338
683	Harper	.....do	Ira E. Swain	2	0	30	30	0	0	.....	.....	.....	.....	300	240	0	5	5	150
684	Hays City	.....do	L. H. Gehman	1	2	22	28	0	0	7	6	2	3	121	125	4	6	2	375
685	Herington	.....do	B. F. Nihart	1	1	25	25	0	0	2	3	16	25	150	200	4	6	.....	400
686	Holton	.....do	W. J. Fleming	2	0	26	40	2	0	.....	.....	.....	.....	0	0	1	15	16	2,000
687	Horton	.....do	H. F. Graham	2	1	22	40	0	0	.....	.....	.....	.....	0	0	0	1	1	300
688	Humboldt	.....do	H. R. Estey	1	1	21	23	0	1	8	4	1	3	0	0	1	2	3	600
689	Hutchinson	.....do	Mrs. E. H. Richardson	1	2	41	75	1	1	6	6	3	0	0	0	11	12	12	430
690	Independence	.....do	G. C. Heritage	2	0	23	29	0	0	6	5	3	0	17	23	3	6	4	250
691	Iola	.....do	Miss C. Mitchell	1	2	29	31	3	2	.....	.....	14	22	17	30	11	11	3	250
692	Kansas City	.....do	E. A. Meade	4	2	69	138	8	14	.....	.....	.....	.....	0	0	4	4	.....	139
693	Kingman	.....do	C. A. Murphy	1	1	25	35	0	0	.....	.....	.....	.....	0	0	4	3	0	500
694	La Crosse	.....do	J. E. Williams	1	0	15	25	0	0	2	1	2	1	76	84	2	1	3	40
695	La Cygne	.....do	W. A. Stacy	1	1	15	20	0	0	15	20	.....	.....	0	0	0	6	7	.....
696	Lakin	.....do	Chas. S. Caldwell	1	0	6	6	0	0	.....	.....	.....	.....	5	12	0	0	0	.....

697	Lawrence	do	W. H. Johnson	2	6	207	225	10	14					0	0	30	49	60	
698	Lyndon	do	D. K. Luthy	1	1	4	12	0	0					0	0	0	0	0	30
699	Lyons	do	Ida M. Hodgdon	1	2	40	31	0	0	40	30			0	0	6	4		400
700	McPherson	do	A. Ludlum	1	0	20	39	0	3					0	0	5	8	0	900
701	Manhattan	do	Miss Amy Gerrans	0	2	15	27	0	1					6	11	1	0		
702	Mankato	do	E. M. Brockett	2	0	22	27	0	0					139	119	2	2	4	250
703	Marion	do	David W. De Lay	2	0	37	40	1	0	30	30			312	325				50
704	Marysville	do	Geo. C. Baker	3	0	35	35	0	0					244	275	7	0	7	1,850
705	Morantown	do	J. A. Coulter	1	0	7	6	0	0	0	0	0	0	193	194	0	3		10
706	Mulvane	do	O. W. Jones	1	0	14	29	0	0	4	10			109	106	2	2		70
707	Neodesha	do	G. W. Smith	1	1	12	23	0	0	12	23	0	0	7	12	2	1	3	450
708	Newton	do	F. H. Olney	1	1	17	31	0	0					14	17	3	6		200
709	Norton	Graded High School	H. M. Culter	2	0	15	34	0	0					9	19	0	4	0	100
710	Osage City	High School	E. E. Hench	2	0	20	36	2	2					0	0	3	8		1,200
711	Osborne	do	W. H. Olin	1	1	19	37	0	3	2	7			0	0	0	0	0	300
712	Oswego	do	W. H. Edmundson	2	0	10	31	0	1					314	310	1	4	4	200
713	Ottawa	do	Frank P. Smith	1	2	31	72	0	3					0	0	4	11		350
714	Paola	do	R. L. Parker	2	1	31	61	0	1					0	0	0	2	2	0
715	Parsons	do	P. C. Hoyt	1	1	29	48	2	3					776	845	6	10	9	700
716	Pittsburg	do	T. P. Bogar	1	1	23	34	0	0	0	0	7	9	0	0	3	6	4	300
717	Plainville	do	G. M. Brown	1	0	7	10	0	0	1	0			12	13	1	2	2	
718	Pleasanton	do	H. E. Copper	1	0	6	11	0	0	0	0			144	156	1	0	0	75
719	Pratt	do	J. A. Butcher	1	1	19	37	6	12	4	11	12	20	233	294	1	7	8	100
720	Reserve	do	D. C. Nutting	1	0	4	2	0	0	4	2	1	0	45	45	0	0		400
721	Salina	do	F. G. Woodrow	2	1	30	50	6	9	2	10	6	16	45	43	4	16	12	4,000
722	Sedan	do	J. A. Ferrell	2	0	17	35	0	0					191	174	0	0	0	250
723	Sedgwick	do	H. W. Charles	1	1	20	23	0	0	0	2	10	0	124	124	3	2	5	800
724	Seneca	do	J. G. Schofield	1	1	14	34	0	0	13	26			0	0	0	9	9	200
725	Smith Center	do	J. N. Mosher	1	0	18	23	0	0					122	237	1	9		
726	Solomon City	do	L. H. Wishard	1	1	20	25	0	0	2	2	4	4	120	130	2	4	6	650
727	Sterling	do	H. Winsor	1	2	14	40	0	0	12	34	2	7	0	1	4	8	4	1,000
728	Topeka	do	C. W. Hickman	3	7	149	195	7	15					0	0	6	9	4	200
729	Wamego	do	E. P. Barrett	2	0	6	27	0	2					10	15	3	2		50
730	Washington	do	Miss N. L. Nesbitt	1	1	20	26	0	0	0	0	6	5	250	263	0	0	0	170
731	Weir City	do	G. B. Deem	1	0	16	20	0	0					15	14	2	5		100
732	Wichita	do	U. P. Shull	4	5	105	219	2	1					0	0	5	26	12	226
733	Wilson	do	Dallas Grover	2	0	10	13	0	0					123	187	7	4	0	125
734	Winfield	do	H. M. Ambrose	2	0	33	65	2	0	4	7	2	5	0	0	6	7	9	500
735	Yates Center	do	Miss L. J. Stephenson	1	1	5	19	0	0	0	0	0	4	0	0	2	3	2	500
	KENTUCKY.																		
736	Adairville	Graded School	D. B. Estes	1	0	16	18	0	0					44	47				
737	Albany	High School	A. H. Baugh	2	0	10	11	0	0	3	3			38	34	0	0	0	0
738	Ashland	do	Miss M. L. Roberts	1	1	20	45	0	0	2	10			0	0	0	6	3	309
739	California	Graded School	Oliver Ogden	1	1	15	17	0	0	12	17	10	12	45	61			11	
740	Carlisle	High School	Wm. F. Raney	2	0	14	28	0	0	4	7			108	130				
741	Cloverport	do	Professor Brown	1	1	16	17	0	0					129	150	3	5	0	0
742	Corinth	Corinth Academy	Robert V. Fletcher	1	0	15	3	0	0	2	1			81	68				
743	Corydon	High School	C. E. Dudley	1	1	11	30	0	0	1	0			0	0	3	1	2	150
744	Covington	do	H. R. Blairdell	2	3	44	117	0	0	4	2			0	0	7	12	6	200
745	Cynthiana	High School (dept.)	Chas. A. Leonard	1	1	20	34	0	0	0	0	0	0	147	160	1	1	0	1,000

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	KENTUCKY—cont'd.																		
746	Dayton	High School	R. M. Mitchell	0	2	9	13	0	0	0	0	0	0	401	382	3	5	0	110
747	Dixon	do	S. C. Parish	1	0	25	25	0	0	0	0	0	0	50	55	2	2	11	100
748	Frankfort	do	J. D. Coleman	1	2	39	65	0	0	.....	.....	.....	.....	0	0	1	12	4	181
749	Fredonia	Graded High School	J. J. Nall	0	1	17	10	0	0	7	7	1	0	49	54	0	0	0	0
750	Fulton	Carr Institute	W. A. Goodwin	1	1	20	20	0	0	3	8	.....	.....	140	160	0	0	.....	.....
751	Ghent	High School	G. A. Crichet	1	2	23	21	0	0	3	2	2	0	49	57	5	7	16	0
752	Hopkinsville	High School (dept.)	C. H. Dietrich	1	2	17	52	0	0	.....	.....	.....	.....	283	286	1	7	4	1,250
753	Louisville	Colored High School	J. M. Maxwell	5	0	35	108	35	108	.....	.....	.....	.....	150	200	0	0	0	150
754	do	Male High School	Maurice Kerby	9	0	286	0	0	0	.....	.....	.....	.....	0	0	28	0	0	.....
755	do	Girls' High School	W. H. Bartholomew	1	13	0	455	0	0	0	5	0	0	0	0	0	43	5	1,000
756	Newport	Highland High School	C. J. Hall	1	1	9	12	0	0	.....	.....	.....	.....	73	46	0	0	0	.....
757	Nicholasville	High School	R. G. Lowrey	1	0	17	5	0	0	17	5	.....	.....	85	80	.....	.....	.....	.....
758	Paducah	do	E. A. Fox	1	1	15	35	0	0	.....	.....	.....	.....	0	45	2	11	.....	300
759	Williamstown	High School (dept.)	I. G. Robinson	1	1	39	35	0	0	3	4	36	31	94	88	3	2	5	200
760	Winchester	High School	A. C. Fleshman	1	0	6	16	0	0	.....	.....	2	4	254	248	2	3	1	250
761	Wingo	do	C. A. Armstrong	1	1	20	12	0	0	10	8	.....	.....	55	48	11	4	.....	600
	LOUISIANA.																		
762	Donaldsonville	Ascension Academy	Wm. J. Gahan	1	0	5	19	0	0	.....	.....	.....	.....	138	127	.....	.....	.....	.....
763	Monroe	Ouachita Parish High School	E. H. McClentic	3	4	25	35	0	0	30	25	18	14	145	138	3	5	5	200
764	New Iberia	High School	W. M. Howe	1	1	20	21	0	0	.....	.....	.....	.....	10	19	5	5	1	500
765	New Orleans	McDonough High School (No. 1).	Jos. V. Calhoun	8	0	267	0	0	0	.....	.....	.....	.....	0	0	46	0	.....	500
766	do	McDonough High School (No. 3).	Caroline Hubbard	0	11	0	170	0	0	0	0	0	0	0	60	.....	.....	.....	343

MAINE.

767	Addison Point	High School	Roland J. Wasgat	1	0	6	13	0	0	0	0	0	0	9	9				
768	Alfred	do	E. P. Spinney	1	1	18	24	0	0	1	1			5	4	2	3	0	200
769	Anson	do	Abner A. Badger	1	1	8	10	0	0	1	3	2	0	20	10	0	0	0	0
770	Augusta	Cony High School	Wm. A. Hoyt	2	3	75	74	0	0	40	20			0	0	13	10	11	500
771	Bangor	High School	Henry K. White	2	8	108	185	0	0	29	16	15	10	0	0	13	30	12	500
772	Bath	do	Herbert E. Cole	2	3	53	97	0	1	16	8	6	0	0	0	5	14	5	1,000
773	Belfast	do	F. W. Chase	1	2	23	47	0	0	0	0	0	0	0	0	2	8	0	50
774	Berwick	do	J. H. Maxwell	1	1	22	20	0	0	4	0	0	0	0	0	0	4	0	40
775	Boothbay Harbor	do	Edgar M. Simpson	1	0	5	17	0	0	1	4	1	0	12	10	1	4	3	
776	Bowdoinham	do	John A. Cone	1	0	14	37	0	0	0	5	0	0	7	15	0	6	6	
777	Brewer	do	F. W. Freeman	1	1	24	30	0	0	9	1	4	1	2	4	0	4	0	75
778	Bridgton	do	Will O. Hersey	1	2	14	32	0	0	3	3	3	0	0	0	1	4	2	500
779	Brownville	do	—— Edgcomb	1	0	5	7	0	0					0	0	0	0	0	0
780	Brunswick	do	Chas. Fish	1	3	53	59	0	0	12	5	3	0	0	0	11	14	3	250
781	Bryant Pond	do	Sue A. Thompson	1	1	17	18	0	0	6	11	3	4	83	92				
782	Buxton Center	do	Chas. R. Smith	0	1	7	10	0	0	0	0	0	0	11	7	5	3	1	40
783	Calais	do	F. W. Johnson	1	2	49	67	0	0	19	15	3	0	0	0	10	13	10	50
784	Camden	Megunticook High School	F. S. Libbey	1	2	20	35	0	0	4	15	2	0	0	0	2	7	2	100
785	Cape Elizabeth	High School	D. Hawkes	1	2	25	40	0	0	2	0	1	0	35	30	2	8		300
786	Castine	do	Prudence Perkins	0	1	15	20	0	0					0	0	9	4		400
787	Cherryfield	do	G. H. Stoddard	1	1	39	27	0	0	3	0	0	0	15	15	4	3	1	0
788	Cornish	do	Wm. B. Kenniston	1	1	20	26	0	0	2	1			0	0	1	3	0	19
789	Dennysville	do	Seth S. Thornton	1	0	4	10	0	0					9	3	1	3		
790	Dexter	do	Cyrus N. Blanchard	1	1	30	45	0	0	4	0			0	0	2	3	0	500
791	East Machias	Washington Academy	I. H. Robinson	1	1	27	28	0	0	4	4	0	0	0	0	1	4	4	300
792	Eastport	Boynton High School	Stanley E. Johnston	1	2	20	40	0	0					16	40	2	2	0	200
793	Ellsworth	High School	W. H. Dresser	2	1	44	49	0	0	6	2	1	0	0	0			2	
794	Fairfield	do	J. H. Blanchard	1	1	24	36	0	0	4	0	0	0	0	0	6	9	1	100
795	Farmington	do	D. L. Whitmarsh	2	0	33	28	0	0	10	1	2	0	0	0	7	0	2	
796	Fort Fairfield	do	Herbert F. Kallock	1	2	28	47	0	0	5	8	2	0	7	24	1	7	2	110
797	Freeport	do	W. B. Mitchell	1	1	32	34	0	0	11	5	0	0	0	0	5	6	4	500
798	Gardiner	do	Wm. L. Powers	2	2	65	90	0	0	17	19	8	0	0	0	8	18	6	100
799	Gorham	do	W. N. Woodman	2	1	35	42	0	0	13	5	3	0	0	0	1	8	2	20
800	Greenville	do	J. M. Pike	1	0	5	8	0	0	0	0	0	1	12	21	0	0	0	0
801	Guilford	do	Leland A. Ross	1	0	14	10	0	0	2	2	1	0	9	25				25
802	Hallowell	do	A. H. Brainard	1	2	30	63	0	0					0	0	4	5	1	200
803	Harmony	do	F. E. Perkins	1	0	8	10	0	0					23	21	0	0	0	0
804	Harrington	do	L. R. Folson	1	0	17	30	0	0	0	0	0	0	0	0	0	0	0	0
805	Kennebunk	do	A. F. Gilmore	1	0	9	21	0	0	0	0	2	0	0	0	1	7	1	50
806	Lewiston	do	Geo. B. Files	3	5	95	135	1	0	61	62	0	0	0	0	12	15	10	534
807	Limerick	Academy	Geo. S. Berry	1	0	15	23	0	0	4	5	0	0	0	0	0	0	0	20
808	Lisbon	High School	F. T. Johnson	1	1	30	20	0	0	2	0	0	0	0	0	6	3	2	
809	Livermore Falls	do	W. R. Whitcomb	1	0	16	17	0	0	0	0			0	0	0	0	0	
810	Lubec	do	Margaret F. Knowles	0	1	6	15	0	0	1	1	1		26	23				45
811	Madison	do	C. H. Sturtevant	1	1	8	8	0	0	1	0	5	6	22	28	1	4	1	10
812	Mechanic Falls	do	F. P. Knight	1	1	22	18	0	0	1	0	0	0	0	5	2	7	0	125
813	Milbridge	do	J. M. Curran	1	1	19	36	0	0	3	4	0	0	0	0	3	5	3	15
814	Milo	do	Geo. H. Gould	1	0	6	17	0	0					24	14	0	0	0	
815	Newport	do	D. B. Young	1	0	6	12	0	0					134	148	0	1	0	0
816	New Vineyard	do	F. W. Burrell	1	0	6	4	0	0					7	8				

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MAINE—continued.																		
817	North Livermore	Free High School	Mary E. Pollard	0	1	14	12	0	0	.....	.....	.....	.....	10	14	.....	.....	.....	.....
818	North Parsonfield	High School	Isaiah Trufant, A. M.	1	1	24	15	0	0	5	2	2	1	5	4	0	0	0	300
819	North Troy	do	E. L. Cook	4	0	15	20	0	0	.....	.....	.....	.....	25	40	3	4	0	.....
820	North Windham	do	Frank Swan	3	1	34	45	0	0	7	1	0	0	23	29	0	0	0	0
821	Norway	do	C. P. Barnes	1	2	26	45	0	1	10	2	.....	.....	0	0	5	12	6	60
822	Oakland	do	H. L. Wilbur	1	1	25	48	0	0	3	2	0	0	0	0	5	6	0	50
823	Oldtown	do	C. F. Cook	1	1	20	31	0	0	3	0	1	0	0	0	5	14	1	100
824	Pembroke	do	Frank Ames	1	0	20	25	0	0	.....	.....	.....	.....	0	0	2	6	0	75
825	Portland	do	A. E. Chase	5	9	209	261	0	0	64	31	5	0	0	0	17	24	17	1,800
826	Princeton	do	W. R. Fletcher	1	1	10	12	0	0	.....	.....	.....	.....	12	15	0	0	0	0
827	Richmond	do	C. C. Ferguson	1	1	40	45	0	0	10	20	6	0	0	0	7	6	2	.....
828	Rockland	do	Victor V. Thompson	1	2	62	100	0	0	7	10	0	0	0	0	9	18	4	400
829	Rockport	do	Chas. J. Ross	1	0	9	24	0	0	1	1	0	0	0	0	.....	.....	0	200
830	St. Albans	do	E. P. Dyer	1	0	6	7	0	0	.....	.....	.....	.....	16	12	.....	.....	.....	.....
831	Sanford	do	O. H. Perkins	1	0	12	17	0	0	.....	.....	.....	.....	3	2	1	2	1	125
832	Shapleigh	Lindsey High School	Nat T. Abbott	1	1	13	20	0	0	3	1	2	0	0	0	2	4	0	280
833	Skowhegan	High School	D. W. Hall	1	2	35	75	0	0	9	9	2	3	0	0	.....	.....	.....	209
834	South Paris	do	Henry Fletcher, A. M.	1	1	32	48	0	0	8	15	0	0	0	0	1	3	2	80
835	South Thomaston	do	Mary Bickinora	0	1	3	6	0	0	0	0	0	0	7	13	0	0	0	.....
836	Southwest Harbor	Fremont High School	Geo. I. Bowden	1	0	8	10	0	0	0	0	1	1	10	12	0	0	0	0
837	Sullivan	High School	Miss Flora Marks	0	1	15	10	0	0	.....	.....	.....	.....	0	0	.....	.....	.....	15
838	Thomaston	do	W. I. Weeks	1	1	27	53	0	0	2	3	0	0	0	0	3	10	2	125
839	Topsham	do	C. M. Pennell	1	0	6	6	0	0	.....	.....	2	0	10	10	0	1	.....	.....
840	Union	do	A. J. Knowlton	1	0	9	18	0	0	0	0	0	0	9	24	0	6	0	300
841	Waldoboro	do	C. W. Averell	1	1	4	11	0	0	3	7	0	0	26	14	0	0	0	120
842	Warren	do	J. Woods	1	1	10	15	0	0	.....	.....	.....	.....	4	6	2	4	.....	99
843	Waterville	do	Lincoln Owen	2	3	59	97	1	1	21	19	3	0	0	0	10	20	14	300

844	Winn	do	Fred F. Hays	1	1	29	25	0	0	0	0	0	0	0	0	0	0	.....
845	Winthrop	do	F. W. Plummer	1	1	16	26	0	0	11	12	0	0	0	0	0	4	2	70
	MARYLAND.																		
846	Baltimore	East Female High School	W. F. Wardenburg	2	12	0	432	0	0	0	0	0	0	0	0	0	61	0	400
847	Boonsboro	Graded High School	W. A. Henneberger	3	1	90	85	0	0	.....	.....	.....	.....	20	30	3	2	.....	.....
848	Clear Spring	High School	Jno. B. Houser	1	0	12	12	0	0	.....	.....	.....	.....	39	32	.....	.....	0	.....
849	Cumberland	High School (No. 1)	Jno. T. White, A. M.	1	1	19	40	0	0	.....	.....	.....	.....	281	332	3	5	.....	200
850	Darlington	Academy and High School	A. F. Galbreath	1	0	15	11	0	0	4	1	.....	.....	60	49	0	0	.....	15
851	East New Market	Academy	W. P. Beckwith	1	2	4	12	0	0	.....	.....	0	0	65	60	0	0	.....	.....
852	Easton	High School	E. D. Murdaugh	2	1	47	52	0	0	.....	.....	.....	.....	60	64	4	4	.....	200
853	Ellicott City	do	E. M. Harn	1	0	4	13	0	0	1	1	0	0	79	71	0	0	0	0
854	Fairmount	Academy	Geo. M. Register	1	0	8	16	0	0	3	0	7	16	60	64	0	4	4	.....
855	Frederick	Female High School	Margaret Robinson	0	4	0	32	0	0	.....	.....	.....	.....	0	407	0	7	.....	54
856	Frostburg	Grammar School	A. A. Doub	1	2	30	40	0	0	2	7	.....	.....	210	265	.....	.....	.....	200
857	Hagerstown	Male High School	Geo. C. Pearson	3	0	49	0	0	0	2	0	1	0	0	0	10	0	3	50
858	Havre de Grace	High School	M. A. Newell	2	0	7	20	0	0	0	0	0	0	182	222	0	4	0	0
859	Marion Station	do	B. F. Haynes	1	0	12	20	0	0	4	2	.....	.....	37	48	.....	.....	.....	.....
860	North East	do	G. S. Mattingly	1	1	39	38	0	0	.....	.....	.....	.....	106	89	.....	.....	.....	120
861	Oxford	do	Chas. H. Spessard	1	1	2	14	0	0	0	4	1	1	26	19	0	1	0	20
862	Pocomoke City	do	H. J. Handy	2	0	10	25	0	0	1	0	0	0	100	140	2	2	1	250
863	St. Michaels	do	Wm. S. Crouse	1	2	37	67	0	0	.....	.....	.....	.....	98	115	0	4	2	33
864	Salisbury	do	Prof. T. H. Williams	2	3	75	0	0	0	5	0	.....	.....	414	0	10	3	.....	100
865	Sharpsburg	Grammar School	J. E. Wagaman	1	0	17	15	0	0	0	0	0	0	120	123	0	6	0	0
866	Smithsburg	do	E. A. Spessard	1	0	8	23	0	0	0	0	0	0	43	52	1	5	0	30
867	Snow Hill	High School	J. E. White	1	1	20	30	0	0	.....	.....	.....	.....	105	60	3	3	3	200
868	Towson	do	R. B. Crane	1	1	29	22	0	0	6	12	0	0	66	58	.....	.....	6	0
869	Trappe	do	D. M. Long	1	1	8	6	0	0	0	0	0	0	7	29	0	3	0	.....
870	Vienna	Academy	R. E. Lewis	1	0	9	20	0	0	2	3	.....	.....	0	0	0	0	.....	150
871	Williamsport	High School	J. F. Kinsler	2	0	23	43	0	0	5	7	0	0	110	120	5	12	15	255
	MASSACHUSETTS.																		
872	Abington	High School	Alice C. Jones	0	2	39	51	0	0	2	11	0	0	0	0	6	11	1	100
873	Adams	do	Chas. H. Howe	1	3	34	65	0	0	2	2	3	0	0	0	9	8	4	75
874	Amesbury	do	A. E. Tuttle	1	3	28	47	0	0	6	4	14	26	0	0	8	11	6	100
875	Ashfield	Academy or High School	M. E. Hersey	0	2	19	23	0	0	3	1	1	0	0	0	1	7	0	100
876	Ashland	High School	G. A. Andrews	1	1	21	34	0	0	2	10	.....	.....	0	0	5	5	2	.....
877	Athol	do	Geo. M. Strout	1	2	30	36	0	0	3	3	4	0	0	0	5	8	1	200
878	Ayer	do	Geo. W. Glass	1	1	14	37	1	1	2	12	1	0	0	0	2	3	2	300
879	Barre	do	Addie F. True	0	2	22	21	0	0	1	3	4	0	0	0	3	3	1	.....
880	Bedford	do	Annie M. Smith	0	1	3	25	0	0	0	0	0	0	0	0	0	0	0	0
881	Belchertown	do	Chas. T. Eaton	1	0	14	21	0	0	0	0	0	0	7	11	1	7	.....	.....
882	Beverly	do	B. S. Hurd	1	4	60	80	0	1	3	4	2	0	0	0	13	30	5	300
883	Blackstone	do	E. W. Barrett	1	1	30	35	0	0	1	0	.....	.....	0	0	3	4	1	60
884	Bolton	Houghton High School	W. A. Charles	1	0	6	8	0	0	0	0	0	0	3	7	2	0	0	0
885	Boston	English High School	F. A. Waterhouse	24	0	823	0	14	0	12	0	12	0.	0	0	133	0	12	1,500
886	do	Girls' High School	John Totlow	2	23	0	610	0	7	.....	.....	.....	.....	0	197	0	167	.....	4,500
887	do	Latin High School	Moses Merrell	16	0	507	0	3	0	507	0	0	0	0	0	35	0	35	4,280
888	Bourne	High School	Arthur M. Strong	1	1	12	20	0	0	0	0	0	0	0	0	0	5	0	52
889	Bradford	do	F. N. Newell	1	2	35	40	0	1	1	1	6	0	0	0	4	3	1	300

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MASSACHUSETTS—continued.																		
890	Braintree	High School	C. E. Stetson	1	2	24	32	0	1	.....	.....	.....	.....	0	0	.....	.....	.....	.....
891	Bridgewater	....do	S. W. Hines	1	2	24	32	0	0	2	2	1	0	0	0	4	5	0	.....
892	Brighton	....do	Benj. Wormelle	1	3	27	66	0	2	.....	.....	.....	.....	0	0	6	16	0	.....
893	Brockton	....do	Edw. Parker	3	7	152	176	0	0	13	15	14	0	0	0	33	41	13	300
894	Brookfield	....do	E. B. Hale	1	1	17	24	0	0	3	2	3	0	0	0	3	5	1	200
895	Cambridge	English High School	Frank A. Hill	4	15	160	240	10	9	.....	.....	32	8	140	136	45	51	28	2,500
896	Cambridgeport	Latin High School	W. F. Bradbury	3	7	155	113	3	3	155	113	.....	.....	0	0	16	7	31	210
897	Canton	High School	E. H. Brackett	1	1	18	14	0	0	0	0	.....	.....	0	0	4	6	0	50
898	Charlestown	....do	Jno. O. Norris	2	5	54	131	0	0	0	0	5	3	0	0	12	24	0	3,500
899	Chelmsford	Center High School	Susie M. Emerson	0	1	22	18	0	0	0	0	2	1	0	0	1	2	1	40
900	Chelsea	High School	A. E. Briggs	3	9	100	200	0	3	20	60	.....	.....	5	26	10	39	20	500
901	Cheshire	....do	Lou B. Ballou	0	2	13	10	0	0	0	0	2	0	54	51	1	9	1	120
902	Clinton	....do	Andrew E. Ford	2	3	42	70	0	0	10	9	7	2	0	0	8	15	4	100
903	Cohasset	....do	C. F. Jacobs	1	2	28	48	0	0	0	0	0	0	0	0	2	7	0	100
904	Concord	....do	W. L. Eaton	1	4	65	82	0	0	17	10	6	3	0	0	12	10	8	.....
905	Conway	....do	E. D. Osborne	1	1	10	16	0	0	1	1	3	2	7	9	3	12	2	60
906	Dalton	....do	H. L. Allen	1	2	25	27	0	0	2	4	3	0	0	0	3	3	4	12
907	Dedham	....do	G. F. Joyce, jr	1	3	37	58	2	1	9	12	2	0	0	0	4	9	4	150
908	Dorchester	....do	C. J. Lincoln	2	6	105	145	0	0	3	5	5	0	0	0	20	26	5	2,000
909	East Boston	....do	Jno. F. Eliot	2	3	49	100	0	0	0	0	8	0	0	0	7	23	0	451
910	East Bridgewater	....do	G. F. Murdock	1	2	34	28	0	0	2	2	.....	.....	0	0	2	5	4	300
911	East Dennis	North High School	B. E. Holland	1	0	15	12	0	0	0	0	0	0	0	0	1	3	0	0
912	East Douglas	High School	F. J. Libby	1	0	13	21	0	0	1	2	0	0	0	0	0	2	0	.....
913	Easthampton	....do	Alfred B. Morrill	1	2	16	44	0	0	0	14	6	6	0	0	5	11	0	100
914	Edgartown	....do	C. G. M. Dunham	1	0	13	16	0	0	0	0	0	0	0	0	1	5	0	50
915	Fairhaven	....do	Etta L. Chapman	0	2	19	29	0	0	.....	.....	1	1	0	0	2	4	1	60
916	Fall River	Durfee High School	C. C. Ramsay, A. B.	9	10	260	214	0	0	70	90	10	0	0	0	39	54	20	1,275

917	Falmouth	High School	L. B. Lane	1	1	28	19			1	0			0	0	3	5	1	
918	Fitchburg	do	Chas. S. Chapin	4	7	181	272	0	0	16	25	16	0	0	0	12	29	12	6,750
919	Foxboro	do	W. E. Horton	1	1	27	28	0	0	0	0	1	0	0	0	7	6	0	20
920	Framingham	Academy and High School	Jno. H. Parsons	1	4	74	82	0	0	11	21	27	10	0	0	6	13	3	50
921	Georgetown	High School	Edw. S. Fickett	1	1	16	30	0	0	0	0	3	4	0	0	4	6	0	150
922	Gloucester	do	A. W. Bachelor	1	10	142	216	0	0	22	43	9	3	0	0	22	36	13	1,005
923	Granby	do	May Brigham	0	2	4	14	0	0	0	3	0	0	0	0	1	5	1	25
924	Great Barrington	do	Geo. F. Partridge	1	1	33	57	0	2	3	2	0	0	0	0	11	3	3	100
925	Greenfield	do	W. H. Whiting	1	3	42	79	0	0	13	10	1	0	0	47	4	19	8	100
926	Groton	Butler High School	J. H. Manning	1	1	26	30	0	0	0	0	0	0	0	0	6	7	2	
927	Groveland	High School	Norris E. Adams	1	1	20	35	0	0	0	0	1	0	0	0	2	5	0	40
928	Harwich	do	W. H. Powers	1	1	17	28			1	4			0	0	5	5	2	150
929	Haverhill	do	C. E. Kelley	2	8	120	167	1	5	18	14	2	0	0	0	12	24	10	
930	Hingham	do	Jacob O. Sanborn	1	3	45	75	0	1	5	3	5	0	0	0	6	7	4	100
931	Hinsdale	do	Miss Sarah Bowen	0	1	6	6	0	0					0	15				8
932	Holden	do	A. K. Leonard	1	0	19	21	0	0			9	0	0	0	2	2		
933	Holliston	do	C. W. Marshall	1	1	19	20	0	1	3	1	1	0	0	0	5	8	1	180
934	Hopedale	do	Lilla J. Bancroft	0	2	12	22	0	0	0	3	6	0	0	0	1	5	0	1,000
935	Hopkinton	do	H. H. Falsom	1	2	18	38	0	0	6	18	1	0	0	0	2	6	5	200
936	Hudson	do	C. L. Reed	1	2	31	54	0	0	6	1	4	0	0	0	7	10	5	150
937	Huntington	Murrayfield High School	Minnie C. Potter	0	1	4	2	0	0	0	0	0	0	2	16	0	0	0	0
938	Hyde Park	High School	J. M. Hill	3	3	115	142	0	2	5	2	15	0	0	0	8	25	2	200
939	Jamaica Plain	West Roxbury High School	Geo. C. Mann	1	4	52	88	0	0	0	0	0	0	0	0	11	11	0	650
940	Kingston	High School	Chas. L. Reed	1	1	26	33	0	0	0	0	13	16	0	0	5	2	2	200
941	Lancaster	do	W. E. Sargent	1	2	28	26	0	0	5	4	2	0	0	0	3	2	0	0
942	Lee	do	Jno. D. Seacord	1	1	27	38	0	0	7	3			0	0	4	5	3	
943	Lexington	do	J. N. Hane	1	2	21	36	0	0	3	4	0	0	0	0	2	9	5	250
944	Lincoln	do	R. A. Small	1	1	4	12	0	0	2	2	0	1	7	6	0	0	0	25
945	Littleton	do	Allen C. Cummings	1	1	21	20	0	0	6	8	2	0	0	0	10	3	6	30
946	Lowell	do	Frank F. Coburn	3	13	218	283	1	0	4	3	25	9	0	0	38	54	10	300
947	Lynn	Classical High School	E. D. Russell	5	10	140	185	0	1	50	30	20	0	0	0	16	41	20	300
948	do	English High School	C. S. Jackson	6	7	138	158	0	1			4	3	0	0	30	44		40
949	Malden	High School	J. W. Hutchins	2	7	133	138	0	0	28	21	20	0	0	0	22	24	9	1,500
950	Manchester	do	A. B. Palmer	1	1	23	17	0	0	0	0	0	0	2	18	4	10	0	40
951	Mansfield	do	F. C. Hardon	1	1	27	42	0	0	0	2	1	0	0	0	8	3	1	50
952	Marlboro	do	B. W. Tinker	1	6	101	148	0	0	15	14	9	1			11	21	10	500
953	Marshfield Hills	do	H. W. Kirmayer	1	0	13	12	0	0	0	0	0	0	0	0	1	3	0	20
954	Medfield	do	Chas. A. Guild	1	0	12	15							8	8				
955	Medway	do	W. J. Fisher	1	1	24	25	0	0	0	1			0	0	4	1	0	100
956	Melrose	do	A. G. Whitman	2	5	90	110	0	0	12	8	10	0	10	10	14	14	5	100
957	Mendon	do	Miss Grace Jackson	0	1	10	9	1	0	0	0	0	0	0	0	0	0		30
958	Methuen	do	D. M. Spaulding	1	2	28	49	0	0	1	1	1	0	0	0	5	8	1	75
959	Milford	do	Eben Williams	1	5	54	69	0	0	4	10			0	0	5	15	6	225
960	Milbury	do	R. A. Parker	1	2	31	42	0	0	0	4	4	0	0	0	2	9	3	
961	Milton	do	Hiram Tuell	1	2	37	42			4	0			0	0	7	3	1	250
962	Montague	Center High School	Miss Jennie Atherton	0	2	7	15	0	0	0	1	1	0			1	3	1	
963	Nahant	High School	H. R. White	1	1	9	11			0	1			5	5	0	1		959
964	Nantucket	Academy Hill High School	F. P. Batchelder	1	1	31	34			2	0	4	6			3	6		
965	Natick	High School	L. H. Owen	2	3	58	75	0	0	9	15	0	0	0	0	10	18	2	250
966	Needham	Kimball High School	C. L. Judkins	1	2	19	36	0	0	3	1	1	0	0	0	3	10	2	200
967	New Bedford	High School	R. G. Huling	5	9	158	255	4	12	29	32	14	1	0	0	27	43	1	10,645
968	Newtonville	Newton High School	E. J. Goodwin	6	13	263	348	1	1										

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory student in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MASSACHUSETTS—continued.																		
969	Norfolk	High School	Miss A. E. Hitchcock	0	1	5	16	0	0	1	0	0	0	3	6	1	3	0	6
970	North Andover	Johnson High School	J. C. Flagg, A.B	1	1	15	17	0	0	0	1	.....	.....	.....	.....	1	5	1	200
971	North Attleboro	High School	E. L. Willard	1	3	36	63	0	0	4	16	8	2	.....	.....	7	10	10	400
972	Northboro	do	H. E. Woodbury	1	0	14	17	.....	.....	.....	.....	3	3	.....	.....	3	4	3	60
973	North Brookfield	do	E. H. Grout	1	1	14	22	0	0	.....	.....	.....	.....	0	0	3	0	2	200
974	North Easton	do	M. C. Lamprey	1	2	37	55	0	0	1	0	0	1	0	0	6	9	1	175
975	Orange	do	W. E. Mason	1	1	28	34	0	0	5	0	1	0	0	0	6	4	3	100
976	Orleans	do	L. De Witt Record	1	0	10	10	0	0	.....	.....	2	0	12	15	3	3	0	300
977	Oxford	do	S. J. Nowell	1	1	4	24	0	0	0	0	0	0	5	2	0	8	0	200
978	Palmer	do	H. B. Knox	1	2	41	43	.....	.....	6	12	2	2	.....	.....	6	10	10	875
979	Peabody	do	C. A. Holbrook	1	3	48	53	0	0	3	6	4	0	0	0	13	13	5	50
980	Pepperell	do	E. E. Sawyer	1	1	18	22	0	0	0	1	.....	.....	0	0	4	2	.....	25
981	Petersham	do	Viola Haven	0	1	11	13	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....	.....
982	Pittsfield	do	C. A. Byram	3	4	78	134	0	0	10	24	15	6	0	0	10	18	11	300
983	Plainville	do	W. A. Woodword	1	0	8	11	0	0	0	0	5	8	0	0	0	0	0	20
984	Plymouth	do	Carrie E. Small	0	6	63	99	3	1	1	2	12	8	0	0	10	13	10	400
985	Provincetown	do	Ira A. Jenkins	1	2	20	39	0	0	1	1	0	0	0	0	3	5	2	100
986	Rockport	do	Wm. L. Bates	1	1	21	29	.....	.....	1	1	3	2	5	2	2	6	3	400
987	Roxbury	do	C. M. Clay	9	12	188	338	0	0	5	8	27	1	0	0	29	68	8	1,495
988	Sandwich	do	Willard Reed	1	1	10	16	0	0	2	1	1	0	0	0	3	2	1	100
989	Saugus	do	W. F. Gillette	1	1	12	29	0	0	.....	.....	.....	.....	0	0	1	9	.....	100
990	Scituate	do	Julius N. Mallory	1	1	28	32	0	1	2	3	2	0	7	13	4	6	0	50
991	Sheffield	do	Wm. Atwater	1	0	7	14	0	0	0	0	0	0	0	0	0	0	0	0
992	Somerset	do	Miss E. Hathaway	0	1	5	23	0	0	0	0	0	0	0	0	0	0	.....	400
993	Somerville	do	Geo. L. Baxter	3	10	202	375	0	0	62	109	50	0	0	0	21	59	21	.....
994	Southboro	Peters High School	Jno. F. Roache	1	0	21	14	.....	.....	0	0	0	0	0	0	2	0	0	75
995	Southbridge	High School	Fred E. Corbin	1	2	31	40	0	0	4	4	5	0	0	0	1	3	0	60

996	South Dartmouth	....do	F. J. Sherman, A. B.	1	0	5	7	0	0	0	0	1	1	8	10	0	0	0	60
997	South Dennis	South High School	B. M. Sheridan	1	0	14	14	0	0	2	0	0	0	2	2	4	0	2	35
998	South Hadley	High School	E. O. Hopkins	1	1	12	10	----	----	1	2	----	----	0	0	1	2	0	----
999	Springfield	....do	Chas. Jacobus	4	15	210	219	----	----	----	----	----	----	0	0	18	27	----	----
1000	Stockbridge	Academy and High School	F. E. Parlin	1	1	24	28	0	0	0	0	2	0	----	----	3	5	0	25
1001	Stoneham	High School	S. P. Record	1	3	34	63	----	----	6	8	0	2	----	----	6	12	5	220
1002	Stoughton	....do	B. A. Hill	1	1	10	24	0	0	0	3	0	0	0	0	1	9	3	250
1003	Stow	....do	Geo. W. Snow	1	0	6	14	0	0	----	----	----	----	0	0	4	1	0	20
1004	Sutton	....do	F. E. Holt	1	0	15	14	----	----	3	2	----	----	----	----	----	----	----	----
1005	Swampscott	....do	G. P. Balch	1	1	12	30	0	0	1	1	0	0	0	0	1	8	1	0
1006	Taunton	....do	J. P. Swinerton, A. M.	4	4	115	180	0	0	15	7	6	1	0	0	21	24	6	200
1007	Templeton	....do	H. F. Lane	1	0	10	22	0	0	0	0	0	0	0	0	0	2	0	25
1008	Tewksbury	....do	F. B. Thompson	1	1	5	15	0	2	0	0	0	0	12	5	3	3	0	----
1009	Townsend Center	....do	A. P. Averill	1	0	5	27	0	0	0	0	0	0	0	0	1	8	0	50
1010	Upton	....do	Harry L. Pierce	1	1	29	22	0	0	0	0	2	0	0	0	9	5	----	53
1011	Uxbridge	....do	C. H. Bates	1	1	20	39	0	0	1	2	1	0	0	0	7	4	2	200
1012	Wakefield	....do	C. T. C. Whitcomb	2	5	64	73	0	0	7	13	10	2	----	----	7	17	9	----
1013	Walpole	....do	C. F. Harper	1	1	23	37	0	0	2	7	3	0	0	0	3	4	2	700
1014	Waltham	....do	W. R. Butler	2	6	81	109	0	0	0	0	0	0	0	0	12	20	8	800
1015	Ware	....do	W. J. Rushmore	1	2	30	50	----	----	0	3	2	0	----	----	4	10	----	----
1016	Warren	....do	J. I. Buck	1	2	19	32	0	0	0	2	0	0	0	0	2	7	0	0
1017	Watertown	Phillips High School	Geo. B. Dwelley	3	4	36	66	0	0	9	13	4	0	----	----	2	10	5	456
1018	Webster	High School	D. P. Dame	1	1	13	19	0	0	0	0	4	0	7	13	5	3	0	500
1019	Wellesley Hills	....do	S. L. Brown	3	3	30	39	0	0	2	5	7	9	0	0	9	6	3	100
1020	Wellfleet	....do	I. H. De Wolf, A. M.	1	0	21	28	0	0	0	0	0	0	0	0	3	3	0	----
1021	West Acton	....do	C. A. Crooks	1	0	14	17	----	----	0	0	0	0	9	6	----	----	0	50
1022	Westboro	....do	A. W. Thayer	2	3	20	40	----	----	8	15	4	0	----	----	2	7	3	70
1023	West Boylston	....do	W. J. Merriam	1	0	7	15	----	----	2	2	5	0	6	12	1	1	2	510
1024	Westfield	....do	H. W. Kittredge	4	5	84	91	2	1	14	12	6	4	0	0	16	15	4	400
1025	West Hanover	....do	Wm. G. Park	1	1	19	16	0	1	0	0	0	0	10	21	4	9	0	100
1026	West Newbury	....do	M. H. Goodwin	1	1	14	16	0	0	----	----	----	----	----	----	2	2	0	168
1027	Weston	....do	Justin E. Gale	1	1	22	21	0	0	2	4	2	0	0	0	1	5	1	0
1028	West Springfield	....do	Jno. C. Worcester	1	2	39	45	0	0	6	7	1	0	0	0	2	2	3	225
1029	Weymouth	....do	A. C. Russell	1	3	45	85	0	0	17	12	4	0	0	0	5	14	5	150
1030	Whitinsville	Northbridge High School	S. A. Melcher	1	1	20	26	----	----	----	----	3	0	----	----	1	2	1	100
1031	Williamstown	High School	J. E. Peabody	2	1	25	27	0	1	12	0	----	----	4	1	5	4	4	----
1032	Wilmington	....do	Harriet V. Elliott	0	1	4	10	----	----	----	----	----	----	----	----	1	3	----	30
1033	Winchendon	Murdock High School	F. M. Collester	3	4	42	52	0	0	4	1	4	0	21	18	14	11	2	300
1034	Winchester	High School	E. N. Lovering	1	6	25	30	----	----	10	11	5	0	29	58	8	14	12	1,700
1035	Winthrop	....do	A. P. Wagg	1	3	7	24	0	0	0	4	5	0	0	0	----	----	----	90
1036	Woburn	....do	L. H. W. French	2	7	75	102	1	0	14	16	3	2	0	0	14	13	5	----
1037	Yarmouth Port	....do	E. F. Pierce	1	0	9	19	0	0	2	0	1	0	0	0	5	4	0	----
	MICHIGAN.																		
1038	Adrian	High School	A. E. Curtis	2	6	83	126	2	4	0	0	10	14	0	0	10	15	7	10,500
1039	Albion	....do	Marvin C. Hull	2	5	63	121	1	0	0	0	----	----	450	444	7	18	----	1,500
1040	Ann Arbor	....do	J. G. Pattengill	8	9	387	350	2	4	50	35	170	85	0	0	51	42	56	4,600
1041	Au Sable	....do	E. M. Hartman	2	0	9	24	0	0	0	0	0	0	0	0	1	3	0	250
1042	Bad Axe	....do	J. J. Morgan	1	1	12	11	0	0	3	2	----	----	13	22	2	2	3	100
1043	Bancroft	....do	G. R. Brandt	1	1	20	27	0	0	0	0	0	0	68	76	0	0	0	149
1044	Battle Creek	....do	E. C. Warriner	1	5	75	100	0	2	0	2	----	----	0	0	7	16	11	10,000

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MICHIGAN—cont'd.																		
1045	Bay City	High School	F. D. Sherman	5	7	126	248	1	1	6	8	29	67	0	0	7	23	28	688
1046	Belleville	do	I. D. Loree	1	1	40	30	0	0	.....	.....	.....	.....	67	43	3	2	.....	.....
1047	Bellevue	do	M. E. Valentine	1	1	4	21	0	0	0	2	1	0	101	126	2	6	3	200
1048	Benton Harbor	do	Mrs. A. T. De Witt	2	3	60	80	1	0	1	1	2	3	450	450	5	8	9	300
1049	Berrien Springs	High School (No. 1)	J. D. Carmody	0	4	13	10	0	0	0	0	.....	.....	92	76	3	10	.....	225
1050	Birmingham	High School	Chas. R. Fox	1	2	18	34	0	0	0	1	0	0	152	147	0	4	1	250
1051	Blissfield	Eastern High School	D. F. Wilson	1	1	14	11	0	0	0	0	2	2	90	88	0	3	1	180
1052	Brighton	High School	Wm. McNamara	1	1	26	29	0	0	0	0	0	0	85	87	0	6	0	200
1053	Brooklyn	Union School	J. B. Stephenson	1	1	20	27	.....	.....	.....	.....	.....	.....	56	51	1	0	.....	.....
1054	Calumet	High School	H. A. Graham	2	0	24	43	0	0	0	0	2	0	1,251	1,309	2	4	2	.....
1055	Caro	do	R. L. Holloway	1	2	32	42	0	0	2	1	3	2	136	167	5	3	8	550
1056	Carson City	do	J. H. Hetley	2	0	9	8	0	0	2	3	2	4	22	41	3	2	2	20
1057	Caseville	do	Byron H. Wood	1	1	18	19	.....	.....	.....	.....	.....	.....	57	65	.....	.....	.....	.....
1058	Cassopolis	Union High School	J. Biscomb	1	3	32	36	0	0	0	0	0	0	125	129	5	6	2	500
1059	Cedar Springs	High School	E. J. Quackenbush	1	1	16	25	0	0	.....	.....	1	1	117	131	2	3	1	529
1060	Champion	do	Helen A. Rice	1	3	17	23	0	0	.....	.....	3	0	232	204	4	2	5	.....
1061	Chelsea	Union High School	A. A. Hall	1	2	22	38	0	0	1	1	5	3	147	153	1	6	2	406
1062	Clarkston	High School	A. L. Craft	1	0	33	25	0	0	.....	.....	.....	.....	40	52	0	0	0	0
1063	Coldwater	do	E. P. Bradley	3	2	56	103	1	0	3	1	8	17	0	0	5	9	6	.....
1064	Concord	do	Frank W. Wells	1	1	21	25	.....	.....	0	2	.....	.....	48	56	1	7	2	150
1065	Corunna	do	J. G. Monroe	1	2	24	40	0	0	0	0	2	3	157	180	4	2	1	200
1066	Croswell	Union High School	E. M. Mark	1	0	3	4	0	0	0	0	0	0	122	154	5	0	0	0
1067	Crystal Falls	High School	Chas. W. Mickens	1	0	5	5	0	0	.....	.....	.....	.....	345	377	0	0	0	1,000
1068	Dansville	do	Robt. E. Barbour	1	0	14	11	0	0	0	0	0	0	65	68	0	2	0	135
1069	Detroit	do	F. L. Bliss	9	27	476	718	4	8	.....	.....	.....	.....	0	0	17	49	45	1,000
1070	Dexter	do	G. A. Shartan	1	2	24	35	0	0	0	0	1	9	0	0	2	7	0	171
1071	Douglas	Union High School	J. M. Carter	1	0	9	7	0	0	0	0	0	0	71	58	0	0	2	375

1072	East Tawas	High School	J. K. Osgerby	1	1	12	18	0	0	.....	.....	5	8	11	7	2	0	1	563
1073	Eaton Rapids	.....do	Chas. H. Horn	2	2	58	80	.....	.....	.....	.....	.....	.....	187	275	5	12	7	300
1074	Edwardsburgh	.....do	H. R. Foster	1	1	18	30	0	0	.....	.....	.....	.....	48	38	0	2	.....	8
1075	Elks Rapids	.....do	Walter M. Andrus	1	1	5	10	0	0	0	0	1	1	11	20	1	5	0	250
1076	Escanaba	.....do	O. R. Hardy	1	1	23	22	0	0	0	0	7	6	297	278	5	5	0	1,200
1077	Fenton	.....do	L. D. Remington	1	2	39	54	0	0	.....	.....	.....	.....	0	0	2	5	7	1,300
1078	Flat Rock	.....do	T. D. Cooke	1	0	10	9	0	0	0	0	0	0	72	66	0	0	0	412
1079	Fowlerville	.....do	L. E. Miller	1	2	10	15	.....	.....	.....	.....	.....	.....	107	122	0	1	1	100
1080	Fremont	Union High School	F. Stillson	1	2	18	43	0	0	0	0	0	0	165	170	5	4	.....	0
1081	Grand Haven	High School	Lora A. Smith	1	3	35	36	0	1	0	0	13	6	0	0	3	6	5	2,700
1082	Grand Rapids	Central High School	W. A. Greeson	6	20	355	516	1	4	.....	.....	.....	.....	.....	.....	22	45	.....	.....
1083	.....do	Union High School	O. Schurtz	4	3	25	50	0	2	.....	.....	7	6	541	554	0	0	.....	.....
1084	Grass Lake	.....do	W. H. Maybee	1	1	15	20	0	0	1	4	5	6	92	77	4	5	5	576
1085	Hadley	High School	J. B. Nicholson	1	0	5	7	0	0	2	1	0	1	28	25	1	2	3	600
1086	Hancock	.....do	C. J. Barr	2	1	32	40	0	0	.....	.....	15	8	260	320	3	1	4	1,100
1087	Hanover	.....do	J. Q. Rood	1	0	18	20	0	0	.....	.....	.....	.....	51	70	.....	.....	.....	.....
1088	Hart	.....do	E. L. Griffith	1	1	13	34	0	0	0	0	2	7	95	113	0	0	.....	.....
1089	Hastings	.....do	R. D. Bailey	2	2	67	83	0	0	0	0	4	6	318	366	5	10	4	1,650
1090	Hersey	.....do	E. N. Pitkin	1	1	13	23	0	0	0	0	0	0	60	50	1	1	0	13
1091	Hesperia	Public High School	J. M. Nelson	1	1	34	62	0	0	0	0	0	0	36	68	0	0	0	.....
1092	Hillsdale	High School	W. L. Shuart	3	1	56	72	0	0	.....	.....	.....	.....	384	398	5	12	7	500
1093	Holland	.....do	Harry S. Myers	2	1	20	58	0	0	0	0	0	0	0	0	2	12	1	400
1094	Holly	.....do	S. O. Wood	1	2	26	37	0	0	.....	.....	.....	.....	143	165	4	9	3	250
1095	Homer	.....do	Lizzie M. Cook	0	2	23	33	0	0	.....	.....	.....	.....	111	132	3	6	.....	282
1096	Houghton	.....do	J. E. Bryan	2	1	17	24	0	0	0	0	10	3	0	0	0	6	6	2,000
1097	Howard City	Graded High School	Eugene Straight	1	1	4	10	0	0	0	0	1	5	17	23	1	5	6	50
1098	Howell	High School	Jennie Houghtaling	1	2	51	94	0	0	4	6	19	11	208	260	8	10	7	540
1099	Hubbardston	.....do	Chas. Pritchard	1	2	28	26	.....	.....	.....	.....	.....	.....	36	31	0	0	0	100
1100	Hudson	.....do	F. R. Hathaway	2	2	50	50	0	0	2	4	12	14	150	160	6	3	9	700
1101	Imlay City	.....do	Geo. H. Broesamle	1	1	25	53	0	0	0	0	1	0	0	0	1	0	1	311
1102	Ionia	.....do	L. W. Tullis	1	5	88	89	0	0	.....	.....	.....	.....	631	605	11	8	3	710
1103	Iron River	.....do	M. R. Parmelee	1	1	14	22	0	0	0	0	0	0	91	103	0	0	0	50
1104	Jonesville	.....do	W. D. Hill	1	3	32	34	0	0	4	3	12	2	138	141	5	6	7	300
1105	Kalamazoo	.....do	S. O. Hartwell	2	7	87	182	0	1	3	5	2	0	0	0	9	28	11	500
1106	Lake Linden	.....do	Mrs. C. G. White	1	3	30	54	0	0	0	0	30	54	425	438	2	12	14	800
1107	Lakeview	.....do	H. O. Severance	1	1	3	10	0	0	0	1	0	3	169	149	0	6	2	141
1108	Lansing	.....do	W. M. Wheeler	3	7	120	230	0	6	1	4	.....	.....	0	0	6	14	20	7,000
1109	Lapeer	.....do	J. W. Cupples	2	3	43	79	0	0	3	5	5	8	258	233	7	8	6	.....
1110	Lawrence	.....do	W. A. Phillips	1	1	45	56	.....	.....	.....	.....	.....	.....	.....	.....	2	3	.....	50
1111	Le Roy	.....do	J. D. Huston	1	0	9	17	0	0	0	0	0	0	85	67	0	4	0	.....
1112	Litchfield	.....do	Olin M. Farber (supt.)	1	4	12	36	0	0	2	6	1	2	56	104	5	6	1	318
1113	Lowell	.....do	C. S. Larzelere	1	1	30	45	0	0	0	0	0	0	248	228	0	0	0	2,513
1114	Luther	.....do	A. L. Marvin	1	1	20	28	0	0	.....	.....	3	6	97	111	2	4	2	251
1115	Manistee	.....do	R. C. Thayer	4	3	82	90	.....	.....	0	0	45	60	0	0	4	7	11	3,000
1116	Manton	.....do	L. N. Tupper	1	1	17	36	0	0	0	0	0	0	83	101	0	2	0	25
1117	Marine City	.....do	N. P. Mereness	2	1	16	19	0	0	.....	.....	.....	.....	9	13	0	2	0	309
1118	Marlette	.....do	H. A. Macklem	1	1	37	44	0	0	.....	.....	.....	.....	9	14	2	10	9	50
1119	Marquette	.....do	Francis P. Eply	1	3	34	53	0	0	0	0	.....	.....	0	0	5	13	4	.....
1120	Mason	.....do	Alice H. Barnhart	1	3	32	58	1	0	0	0	10	10	118	142	7	6	6	600
1121	Mayville	.....do	T. J. Reavey	1	1	31	63	0	0	.....	.....	.....	.....	95	87	1	11	.....	100
1122	Memphis	.....do	H. C. Miller	1	0	10	11	.....	.....	.....	.....	.....	.....	22	25	6	4	6	150
1123	Menominee	.....do	Mary J. Gillan	0	3	26	56	.....	.....	.....	.....	.....	.....	.....	.....	1	8	1	200

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MICHIGAN—cont'd.																		
1124	Midland	Central High School	L. H. Wood	1	1	13	26	1	0	.....	.....	.....	.....	327	311	2	1	.....	1,327
1125	Milan	High School	G. A. Dennison	1	1	6	12	0	0	.....	.....	.....	.....	115	142	4	3	3	689
1126	Milford	....do	Burkhead	1	1	12	13	0	0	0	0	.....	.....	179	171	3	3	.....	300
1127	Millington	....do	C. W. Bleech	1	3	12	20	.....	.....	.....	.....	.....	.....	67	76	2	1	.....	.....
1128	Monroe	....do	W. H. Honey	3	3	52	68	0	2	.....	.....	.....	.....	.....	.....	12	13	5	3,000
1129	Morrice	....do	F. L. Ingraham	1	1	21	16	0	0	0	0	5	3	9	10	2	2	2	150
1130	Mount Clemens	....do	S. C. Price	2	3	18	56	.....	.....	.....	.....	.....	.....	8	12	0	10	1	2,000
1131	Mount Pleasant	....do	H. T. Blodgett	1	2	21	38	0	0	.....	.....	.....	.....	275	287	4	4	8	450
1132	Muir	....do	A. G. Gates	1	0	10	6	.....	.....	6	2	.....	.....	98	94	6	2	8	200
1133	Muskegon	....do	J. H. Sheffield	3	4	75	135	0	0	0	1	.....	.....	0	0	11	18	8	400
1134	Negaunee	....do	F. D. Davis	2	2	33	66	0	0	0	0	8	14	565	489	5	6	4	100
1135	Newaygo	Union High School	Professor Snowden	1	1	14	27	0	0	.....	.....	.....	.....	121	92	2	1	.....	200
1136	New Haven	High School	E. B. Sutherland	1	0	4	9	0	0	0	0	0	0	15	9	.....	.....	0	130
1137	Niles	....do	L. H. Stewart	2	3	44	81	1	3	.....	.....	.....	.....	.....	.....	3	10	.....	1,969
1138	North Adams	....do	E. D. Reynolds	1	1	25	20	1	1	15	5	1	0	50	55	1	3	4	400
1139	North Muskegon	....do	H. H. Barton	1	0	3	3	0	0	.....	.....	.....	.....	157	162	3	3	.....	324
1140	Northville	Union High School	D. C. Bliss	1	1	12	13	0	0	0	0	6	4	151	174	4	2	4	1,500
1141	Norway	High School	S. B. Tobey	1	3	36	41	0	0	0	0	5	4	374	310	0	0	0	839
1142	Otsego	....do	Geo. C. Nevins	1	2	40	55	0	0	0	0	0	0	200	215	3	4	0	500
1143	Ovid	....do	Mrs. J. M. Dilt	1	1	20	40	0	0	0	0	0	0	123	181	2	6	3	145
1144	Owosso	....do	E. T. Austin	2	3	26	35	1	0	1	2	2	2	49	75	6	10	5	500
1145	Parma	....do	E. C. Hambleton	1	0	10	12	0	0	.....	.....	.....	.....	60	70	6	7	.....	320
1146	Paw Paw	....do	E. A. Wilson	1	1	40	45	.....	.....	0	1	0	6	145	105	1	6	7	105
1147	Perry	....do	Frank Wheaton	1	0	5	5	.....	.....	.....	.....	.....	.....	90	90	3	4	.....	85
1148	Petersburg	Union High School	C. H. Carrick	1	0	5	10	0	0	.....	.....	.....	.....	68	95	2	6	.....	10
1149	Petoskey	High School	Ina McBurney	1	3	43	60	0	0	.....	.....	.....	.....	.....	.....	6	5	4	1,000
1150	Pinckney	....do	W. A. Sprout	1	1	17	22	0	0	0	0	0	0	78	91	2	4	0	25

1151	Plainwell	do	Geo. E. Rogers	1	1	17	26	0	0	.....	.....	1	1	10	15	1	7	1	268
1152	Pontiac	do	W. H. Smith	3	3	55	95	0	0	3	2	6	4	0	0	5	11	9	2,000
1153	Port Huron	do	J. H. Beazell	1	5	56	120	0	1	1	3	0	0	0	0	3	24	5	.....
1154	Reading	do	G. A. McGee	1	0	11	13	0	0	0	0	0	0	114	117	1	5	.....	85
1155	Richmond	do	Robt. J. Crawford	1	1	34	36	0	0	.....	.....	18	7	80	90	7	6	13	500
1156	Rochester	do	W. W. Gifford	1	1	14	25	0	0	.....	.....	.....	.....	126	118	1	3	1	475
1157	Saginaw	East Side High School	E. C. Goddard	4	8	116	190	4	0	8	6	24	20	0	0	14	28	18	700
1158	do	West Side High School	F. L. Sage	1	9	97	112	0	0	6	11	49	47	0	0	9	9	18	6,500
1159	St. Clair	High School	Martha P. Sturgis	1	3	15	20	0	0	1	0	1	0	12	12	2	5	3	600
1160	St. Louis	do	Miss Eron Bendit	1	2	25	54	0	0	0	0	2	1	342	328	4	4	3	950
1161	Saline	Union High School	Wm. N. Lister	1	1	20	28	1	0	0	1	4	9	137	85	4	3	6	360
1162	Sand Beach	High School	E. E. Fergnson	1	2	12	38	0	0	5	12	0	0	174	158	1	5	4	200
1163	Saugatuck	do	James Warnock	1	1	17	39	0	0	3	3	4	2	120	101	3	4	4	200
1164	Schoolcraft	do	E. V. Robinson	1	2	31	42	0	0	.....	.....	.....	.....	86	90	5	1	3	.....
1165	South Haven	do	A. D. Prentice	1	1	37	40	0	0	2	3	4	5	267	249	3	9	6	350
1166	Sparta	do	H. S. Waterbury	1	1	18	26	0	0	0	0	0	0	8	11	0	0	0	60
1167	Spring Lake	do	Milton E. Osborn	1	1	12	15	.....	.....	.....	.....	.....	.....	140	162	.....	.....	.....	200
1168	Springport	do	F. M. Harlow	1	0	21	19	0	0	0	0	5	13	0	0	3	2	3	200
1169	Stanton	Union High School	J. E. Farnham	1	0	4	22	0	0	0	0	0	0	138	182	0	2	0	93
1170	Sturgis	High School	A. M. Huycke	1	2	33	39	.....	.....	.....	.....	.....	.....	254	290	1	4	.....	50
1171	Tawas City	do	C. E. Clark	1	1	4	6	0	0	0	0	4	4	117	155	4	6	.....	35
1172	Three Rivers	do	A. J. Brott	3	2	60	80	0	0	3	2	1	0	.....	.....	3	10	2	200
1173	Vandalia	Graded High School	Chester E. Cone	2	0	19	37	1	2	0	0	0	0	41	63	1	6	0	.....
1174	Vassar	High School	Ira L. Forbes	1	3	40	49	0	0	2	0	7	12	210	222	4	2	4	724
1175	Wayne	do	E. F. Gee	1	1	23	28	0	0	0	0	5	11	0	0	2	3	1	400
1176	West Bay City	do	H. H. Frost	2	4	46	113	0	0	0	0	18	24	0	0	1	11	11	.....
1177	Whitehall	do	J. J. Bronson	1	0	8	9	0	0	.....	.....	.....	.....	244	266	4	5	0	450
2178	Williamston	do	Robt. T. Briggs	1	2	41	39	0	0	.....	.....	21	25	110	154	3	7	3	300
1179	Zilwaukee	do	Jno. Crawford	1	0	0	1	0	0	0	0	0	0	192	141	0	0	0	0
	MINNESOTA.																		
1180	Albert Lea	High School	W. J. Schmitz	1	4	26	38	0	0	.....	.....	.....	.....	.....	.....	3	0	3	500
1181	Alexandria	State High School	J. E. Manchester	1	3	50	60	1	0	.....	.....	.....	.....	282	280	10	5	12	325
1182	Anoka	High School	Z. N. Vaughn	1	3	17	60	0	0	2	1	6	10	0	0	3	7	4	500
1183	Appleton	do	J. M. Richardson	1	1	12	23	0	0	0	2	0	0	124	130	0	5	2	255
1184	Austin	do	K. C. Davis	2	3	24	67	0	0	0	0	.....	.....	8	12	1	7	4	501
1185	Benson	do	D. W. Hume	1	1	7	10	0	0	.....	.....	.....	.....	168	240	.....	.....	0	675
1186	Blue Earth City	do	F. J. Bomberger	1	2	25	37	0	0	0	0	10	8	0	0	2	5	2	1,000
1187	Brown Valley	do	J. H. Leighton	1	1	12	15	0	0	6	2	.....	.....	91	92	0	0	0	275
1188	Cannon Falls	do	Otis C. Gross	1	0	8	24	.....	.....	0	0	4	6	173	159	3	3	4	244
1189	Chatfield	do	E. J. Donaldson	1	1	19	25	0	0	.....	.....	.....	.....	110	225	2	6	4	550
1190	Crookston	do	John Moore	2	1	23	34	0	0	.....	.....	.....	.....	0	0	1	6	6	480
1191	Dodge Center	do	J. C. Marshall	1	1	18	23	0	0	.....	.....	.....	.....	88	110	4	2	9	300
1192	Duluth	Central High School	E. T. Critchett	4	6	110	165	.....	.....	1	4	16	18	.....	.....	8	24	6	2,500
1193	Dundas	High School	E. H. Ellsworth	1	0	11	16	.....	.....	.....	.....	.....	.....	106	100	0	2	2	270
1194	Elk River	do	Pete W. Ross	1	1	6	25	0	0	0	0	2	2	94	154	1	2	1	475
1195	Faribault	do	Fred A. Howe	1	2	34	50	0	0	.....	.....	.....	.....	0	0	6	6	12	900
1196	Fairmont	do	W. P. Milliken	1	2	10	25	0	0	0	0	4	5	175	225	1	3	4	200
1197	Fergus Falls	do	Florence B. Parker	2	2	36	55	0	0	2	1	17	37	0	0	3	7	5	700
1198	Glencoe	Stevens Seminary	E. E. McIntire	1	1	28	34	.....	.....	.....	.....	.....	.....	161	180	1	2	3	1,700
1199	Glenwood	High School	E. E. Martin	1	0	7	15	0	0	1	1	1	1	128	99	0	0	.....	265

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MINNESOTA—cont'd.																		
1200	Granite Falls	High School	P. P. Kennedy	1	1	11	35	0	0	.....	.....	.....	.....	110	156	0	2	2	650
1201	Hastings	....do	J. H. Lewis	1	4	32	44	.....	.....	.....	.....	.....	.....	0	0	3	8	11	3,653
1202	Henderson	....do	Lafayette Bliss	1	1	28	22	0	0	5	2	12	6	0	0	7	4	7	500
1203	Janesville	....do	A. C. Tibbetts	1	0	16	17	0	0	.....	.....	.....	.....	109	160	2	3	.....	600
1204	Kasson	....do	McD. Williams	1	0	10	30	0	0	0	0	2	4	120	140	2	6	5	500
1205	Lanesboro	....do	J. E. Tenney	1	1	15	35	.....	.....	.....	.....	1	6	125	175	1	6	.....	400
1206	Le Roy	....do	Chas. M. Thompson	1	1	4	10	.....	.....	.....	.....	.....	.....	85	95	.....	.....	.....	194
1207	Le Sueur	....do	W. A. Tucker	2	1	4	17	0	0	0	3	2	3	0	0	0	2	2	500
1208	Litchfield	....do	E. V W. Brokaw	1	2	39	52	0	1	.....	.....	15	21	269	286	4	5	4	225
1209	Madelia	....do	M. H. Robinson	1	1	21	26	0	0	0	0	5	5	9	10	0	0	0	426
1210	Mantorville	....do	W. W. Nutting	1	1	7	10	.....	.....	0	0	4	6	.....	.....	1	2	1	560
1211	Mapleton	....do	A. M. Webster	1	0	16	6	0	0	0	0	3	1	2	2	1	0	1	246
1212	Marshall	....do	R. B. Emery	1	2	28	47	.....	.....	0	0	10	15	125	200	3	3	6	500
1213	Minneapolis	Central High School	J. N. Greer	5	25	432	553	2	2	20	10	251	300	.....	.....	38	58	70	3,000
1214	....do	East Side High School	George B. Aiton	4	8	126	142	0	0	2	0	60	75	.....	.....	7	20	20	400
1215	Montevideo	High School	E. C. Wilkins	1	1	15	25	0	0	0	4	10	20	185	200	.....	.....	.....	150
1216	Monticello	District No. 7 High School	J. G. Newkirk	1	1	15	16	.....	.....	.....	.....	2	2	110	114	2	2	4	75
1217	Moorhead	High School	J. F. Giles	1	2	20	17	0	1	4	2	.....	.....	230	300	1	2	2	1,500
1218	Morris	State High School	J. N. Childs	1	1	25	42	0	0	.....	.....	4	0	180	195	0	1	1	150
1219	New Ulm	High School	R. Nix	3	2	10	21	0	0	0	0	.....	.....	270	278	2	2	1	603
1220	Northfield	....do	W. J. Pringle	5	3	48	80	.....	.....	30	25	10	0	.....	.....	4	3	6	1,000
1221	Ortonville	....do	A. W. Varney	1	1	16	26	.....	.....	.....	.....	6	4	104	92	2	2	2	400
1222	Owatonna	....do	L. H. Ford	1	3	36	52	0	0	.....	.....	.....	.....	346	403	9	6	3	800
1223	Plainview	....do	C. E. Guthrie	1	1	11	22	0	0	0	0	11	22	109	115	1	2	.....	460
1224	Preston	....do	E. E. Lockerby	1	1	22	31	0	0	0	0	10	20	0	0	0	5	4	200
1225	Redwood Falls	....do	J. L. Torrens	1	1	14	31	0	0	2	0	3	5	202	206	1	6	4	500
1226	Rochester	....do	Miss Kate L. Brown	1	4	34	70	.....	.....	.....	.....	6	4	0	0	7	10	3	1,200

1227	Rushford	do	Henry Johnston	1	2	16	18	0	0			3	4	11	13	2	2		399
1228	St. Charles	do	George A. Stanton	1	1	28	40	0	0			6	8			6	5	3	450
1229	St. Cloud	do	Miss Dora Wells	1	1	14	30	0	0	0	0	0	0	0	0	1	1	39	
1230	St. Paul	Manual Training and High School.	George N. Carman	17	23	444	744	1	3	112	24	64	112	0	0	43	79		2,000
1231	Suak Center	High School	O. I. Woodley	1	3	2	58	0	0	0	2			0	6	6	11	11	550
1232	Slayton	do	F. Bertrand (supt.)	1	0	2	6							109	120	1	1	3	350
1233	Sleepy Eye	do	Lillian M. Knott	1	1	28	34	0	1	0	0	14	19	192	211	1	2		800
1234	Spring Valley	do	Wm. Moore	2	1	9	25	0	0	3	0	2	4	211	294	4	3	2	275
1235	Stillwater	do	C. Aylard	1	5	32	75	0	1	0	1	4	5	0	0	4	14	10	2,833
1236	Tracy	do	Lee Swift	1	1	7	14	0	0					13	9	0	0		300
1237	Wadena	do	J. A. Cranston	1	1	20	22	0	0	0	0	0	1	90	192	4	2	1	400
1238	Waseca	do	F. V. Hubbard	1	1	22	30	0	0			9	17	230	250	3	3	5	
1239	Waterville	do	O. F. Morgan	1	1	9	12					2	3	150	257	2	1	3	125
1240	Wells	State High School	V. R. Wasson	1	1	35	45	0	1			3	1	175	185	3	1	4	750
1241	Winnebago City	High School	J. E. Gilman	1	2	14	22	0	0	2	15			145	152	1	3	4	244
1242	Winona	do	Jno. F. Giles	3	4	102	126					10	0	1,244	1,193	5	17	3	1,200
1243	Worthington	do	Julia E. Rogers	1	2	16	22			2	2			8	24	2	2	4	530
1244	Zumbrota	do	G. E. St. John	2	1	11	15	0	0					142	158	1	3	4	130
	MISSISSIPPI.																		
1245	Bolton	High School	Chas. F. Capps	1	0	9	12	0	0	1	5	0	0	33	47	0	0	0	52
1246	Brandon	Male and Female High School	Miss F. A. Johnson	3	3	62	50	35	25					40	35	2	5	0	
1247	Bythalia	Tucker Institute	Mrs. Kate E. Tucker	1	1	8	27	0	0	0	0	2	8	22	18	0	0	0	500
1248	Canton	High School	H. J. Fry	2	0	12	18	0	0	6	6	6	6	88	112	0	0	0	
1249	Carrollton	Male Academy	R. B. Smith	2	0	25	0					25	0	40	0				
1250	Carthage	High School	B. F. Hughes	1	0			0	0					78	62	0	0	0	0
1251	Charleston	Graded High School	J. D. Choate	1	0	12	0							18	57				
1252	Coldwater	High School	C. C. Howard	1	1	21	23	0	0					14	22	0	0		
1253	Crystal Springs	do	T. L. Trawick	1	3	30	50			15	22			104	90	1	1	14	633
1254	Edwards	do	B. F. Hughes	1	0	8	7							30	45				
1255	Ellisville	Graded High School	G. W. Turner	1	0	14	16	0	0	0	0	0	0	62	68	0	0	0	2
1256	Enterprise	High School	Jas. F. Boydstun	2	0	16	28	0	0	0	2	1	0	56	40	0	4	3	210
1257	Gloster	do	G. D. Free, A. M	2	0	12	15					18	28	100	105				50
1258	Holly Springs	Normal Institute	W. A. Anderson	2	3	20	10	0	0	5	1			90	30	0	0		
1259	Jackson	Graded High School	J. C. Hardy	1	1	14	48	0	0	10	25			290	310	0	10	3	400
1260	Magnolia	College and High School	W. K. Nettles	1	1	22	20							0	0	0	3	4	250
1261	Olive-Branch	High School	H. F. Buchanan	1	0	5	10							20	17				
1262	Oxford	do	J. G. Wooten	1	2	20	40	0	0					150	170	4	15		300
1263	Senatobia	Blackbourn Female College	F. Snider	1	0	0	40							0	70	0	7		75
1264	do	Male High School	A. H. Todd	2	0	48	0			16	0			55	0				
1265	Shuqualak	do	W. T. Foster	1	0	10	0	0	0	3	0	10	0	58	0				
1266	Toccopola	College	J. W. Furr, A. B	2	1	15	20	0	0	10	15	11	20	65	62	2	5	0	
1267	Vicksburg	High School	S. S. Barnett	2	3	17	22			17	23			700	800	7	13		
1268	Water Valley	Graded High School	W. A. Beck	1	8	107	154	0	0	4	9			194	200	4	8	4	500
1269	Winona	do	W. J. Taylor	1	2	30	50							154	160	0	3	7	
	MISSOURI.																		
1270	Adrian	High School	W. E. Welch	1	0	6	11	0	0	0	0	6	11	8	16	2	9	8	158
1271	Albany	do	J. H. Markley	1	1	12	16	0	0	0	0	0	0	10	14	0	0	0	540

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MISSOURI—cont'd.																		
1272	Boonville	High School	F. W. Ploger	1	2	12	25	3	9	.....	.....	8	16	250	350	2	5	7	317
1273	Breckenridge	.....do	J. T. Kenower	1	0	14	13	0	0	0	0	2	3	106	117	2	4	2	235
1274	Brookfield	.....do	H. R. McCullough	2	0	11	19	0	0	0	0	0	0	5	22	0	12	.....	85
1275	Buffalo	.....do	I. W. Wingo	1	0	12	18	0	0	.....	.....	.....	.....	134	140	3	0	0	116
1276	Butler	.....do	J. F. Starr	1	2	25	40	0	0	.....	.....	.....	.....	393	422	1	4	0	450
1277	California	.....do	S. A. Lynch	2	0	26	39	0	0	0	0	0	0	217	228	2	6	5	300
1278	Carrollton	.....do	L. W. Rader	1	7	51	103	.....	.....	.....	.....	.....	.....	350	420	6	4	3	580
1279	Carthage	.....do	E. E. Dodd	2	5	103	149	0	0	.....	.....	12	16	0	0	10	14	7	3,000
1280	Chillicothe	.....do	W. E. Johnson	1	1	31	57	.....	.....	9	22	.....	.....	.....	.....	0	5	5	5,000
1281	Clinton	.....do	Mrs. C. D. Price	1	3	73	129	0	0	.....	.....	10	12	607	658	5	8	.....	1,200
1282	Craig	.....do	F. L. Maxwell	1	0	20	23	0	0	.....	.....	10	5	80	89	1	0	1	100
1283	Golden City	.....do	D. E. Pence	1	0	6	21	0	0	0	0	0	0	13	12	0	3	0	61
1284	Hamilton	.....do	D. T. Gentry	1	2	24	60	0	0	4	20	0	0	213	200	6	16	14	30
1285	Hannibal	Bird Street High School	Gertrude Ashmore	2	3	14	75	0	0	0	3	1	0	3	8	0	12	2	600
1286	Harrisonville	High School	H. F. Triplett	1	2	60	73	0	0	.....	.....	.....	.....	260	270	1	9	10	1,400
1287	Hermitage	.....do	J. A. Woodford	1	0	4	6	0	0	.....	.....	.....	.....	30	28	0	0	0	50
1288	Higginsville	.....do	H. B. Walker	1	1	25	35	0	0	4	10	.....	.....	275	340	3	9	3	575
1289	Houston	.....do	V. F. Barrett	2	2	29	23	.....	.....	0	0	0	0	88	88	0	0	0	100
1290	Huntsville	.....do	F. M. Patterson	1	0	7	19	0	0	0	1	.....	.....	240	244	0	4	1	400
1291	Independence	.....do	W. L. C. Palmer	2	1	37	48	0	0	.....	.....	.....	.....	0	0	9	11	2	0
1292	Joplin	.....do	S. A. Underwood	2	1	36	88	0	0	21	73	0	0	0	0	2	7	9	100
1293	Kansas City	Central High School	Jno. T. Buchanan	12	14	385	765	20	60	.....	.....	.....	.....	0	0	41	76	.....	0
1294	.....do	Lincoln High School	G. N. Grisham	3	1	18	64	18	64	0	0	3	0	0	0	1	7	1	.....
1295	Kingston	High School	L. N. Gray	1	0	20	20	0	0	0	1	8	11	0	0	1	1	2	100
1296	Lamonte	.....do	J. P. Cummings	1	0	6	15	.....	.....	1	4	4	2	.....	.....	0	0	0	118
1297	Lebanon	.....do	G. H. Owen	1	2	20	40	.....	.....	.....	.....	.....	.....	221	219	0	1	.....	250
1298	Lexington	.....do	H. D. Drumond	2	2	48	69	6	7	3	2	33	42	421	426	8	9	5	500

1299	Louisiana	do	N. T. Adams	3	1	50	52	6	4	0	0	0	0	436	452	4	5	0	1,500
1300	Macon	do	H. S. Croueyson	1	1	15	32			2	4			0	0	1	4		255
1301	Marionville	do	M. Dimmick	2	0	25	45	0	0	0	0	0	0	167	158	2	3	0	159
1302	Marshall	do	Chas. A. Snodgrass	3	1	28	62			12	14	20	44	0	0	4	11	9	643
1303	Maryville	do	W. W. Walters	2	2	68	97	0	0	21	33	23	17	0	0	6	10	11	200
1304	Memphis	do	A. R. Morgan	1	0	10	15			3	13	5	13	177	208	2	7	11	423
1305	Mexico	do	B. W. Torreyson	2	3	58	78	0	0	0	0	26	37	0	0	2	10	5	800
1306	Miami	do	E. E. Barnett	2	0	35	35	0	0	6	3	0	0	75	70	4	8	5	408
1307	Moberly	do	E. M. Sparrow	1	1	40	65	0	0	12	20	6	8			0	11	8	500
1308	Monett	do	J. A. Smith	1	0	6	15	0	0	0	0	0	0	215	220	0	0	0	18
1309	Montrose	Graded High School	J. E. Porter	1	0	5	5	0	0	0	0	0	0	110	119	5	5	0	100
1310	Neosho	High School	F. P. Sever (supt.)	2	1	9	22	0	0	0	0			316	319	1	5	6	500
1311	Nevada	do	H. C. Harvey	2	3	89	120					6	5	709	769	12	16	11	1,588
1312	Newtonia	do	L. W. Jarvis	1	0	4	12			2	0			62	64				
1313	Oregon	do	U. W. Gallaher	1	1	25	43	0	0	3	1	4	1	130	120	3	6	6	200
1314	Osceola	do	R. E. Barnard	1	0	13	24	0	0					144	145	0	1		200
1315	Ozark	do	W. C. West	1	0	25	25	0	0	0	0	0	0	80	90	2	0	2	100
1316	Pleasant Hill	do	A. W. Duff	1	1	20	35	0	0	0	0	0	0	244	242	3	1	0	490
1317	Princeton	do	J. A. Miller	2	0	5	7	0	0	2	0	0	0	232	225	2	2	2	201
1318	Purdy	do	R. N. Kirby	1	0	6	0							75	50				0
1319	Rich Hill	do	W. H. Kearby	2	1	18	20							12	22	2	13		404
1320	St. Charles	do	G. W. Jones	2	2	7	26	0	0	3	7	2	4			1	6	0	1,900
1321	St. Joseph	do	C. E. Miller	4	8	102	227	0	0					0	0	11	37	0	1,200
1322	St. Louis	Normal and High School	F. L. Soldan	19	34	379	1,262	0	0	25	35			0	0	26	160	18	200
1323	Salem	High School	J. B. Dorman	1	1	20	18	0	0	12	8	8	10	174	223	2	2		450
1324	Sarcoxie	do	W. C. Sebring	1	1	31	28	0	0					205	161	4	5	0	
1325	Savannah	do	G. W. Newton	1	1	25	35	0	0					135	146	0	1	1	950
1326	Sedalia	do	G. W. Horton	1	5	90	113	0	0	0	0			0	0	5	19		600
1327	Shelbina	do	Jno. T. Vaughn	1	2	29	48			14	20			186	222	2	2		300
1328	Sikeston	do	W. Carlisle	1	0	3	3	0	0	0	0	0	0	117	137	3	3	4	130
1329	Springfield	do	H. A. Hollister	3	4	135	219												300
1330	Trenton	do	E. M. Bainter	2	0	35	70									2	6	4	5,000
1331	Utica	do	H. U. Stamper	1	1	12	33	0	0					8	7	3	2		300
1332	Washburn	do	A. C. Farley	1	0	32	44	0	0	2	0	3	1	67	86	0	0	0	0
1333	Webb City	do	W. N. Wharton	2	1	48	70	0	0	0	0	1	5	2	0	1	7	0	137
1334	Weston	do	C. W. Bowen	1	3	4	8							121	159	2	4	6	165
1335	Wilmathsville	do	J. S. Clapper					0	0	0	0	0	0	44	31	0	0	0	0
1336	Windsor	do	Geo. B. Sturgis	2	0	30	38	0	0	4	10			201	242	3	8	2	200
	MONTANA.																		
1337	Big Timber	High School	Prof. C. E. Sutton	1	0	15	15	0	0	0	0	0	0	25	25	0	0	0	60
1338	Billings	do	Miss Mary Mooney	0	1	10	25	1	0					120	180				
1339	Bozeman	do	Miss Hattie E. Stevens	1	1	10	30	0	0			3	6	315	290	1	7	4	324
1340	Dillon	do	Frank E. Goodwin	2	0	9	23	0	0					8	18	4	5		300
1341	Great Falls	do	Miss Helen Edgerton	1	2	12	22	0	0	0	0	4	6	0	0	2	2	3	300
1342	Livingston	do	H. C. Ostien	0	2	15	25	0	0					250	258	0	2	1	80
1343	Miles City	do	Wm. M. Weeks	1	2	19	14	0	0					0	0	0	1	1	450
1344	Missoula	High School (dept.)	J. M. Hamilton	1	1	16	19	0	0					286	311	1	1		200
1345	Red Lodge	do	E. C. von Hectt	1	0	4	5			5	2	2	0	22	28	2	3	1	42
1346	White Sulphur Springs.	High School	Wm. E. Tripp	1	0	14	16	0	0					76	69	0	0	0	200

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEBRASKA.																		
1347	Ainsworth	High School	J. O. Berkley	1	0	6	19	0	0	0	0	0	0	6	10	2	3	5	500
1348	Albion	do	F. E. Jenkins	1	1	23	30	0	0	.....	.....	.....	.....	.....	.....	2	2	3	300
1349	Alma	do	Henry Menke	1	1	28	52	.....	.....	0	0	2	2	143	135	3	4	4	192
1350	Ashland	do	J. W. Crabtree	2	2	40	42	0	0	.....	.....	.....	.....	360	373	0	11	11	500
1351	Bassett	do	E. Y. Abbott	1	0	1	5	.....	.....	.....	.....	1	5	50	70	.....	.....	.....	.....
1352	Beaver City	do	W. J. Sutton	1	0	15	15	0	0	0	0	0	0	100	120	0	0	.....	50
1353	Blue Hill	do	J. R. Thornton	1	0	5	15	.....	.....	.....	.....	5	15	80	100	0	0	.....	100
1354	Broken Bow	do	E. O. Garrett	1	2	22	23	0	0	.....	.....	.....	.....	226	230	2	3	2	400
1355	Cambridge	do	A. O. Thomas	1	0	16	24	0	0	.....	.....	4	8	.....	.....	3	7	3	.....
1356	Columbus	do	J. M. Scott	2	2	26	38	2	1	.....	.....	16	19	339	322	3	10	4	15
1357	Craig	do	M. D. Colvin	1	0	22	30	0	0	0	0	0	0	43	48	5	2	0	20
1358	Creighton	do	J. M. Holaday	1	0	10	10	0	0	0	0	0	0	14	12	0	0	0	273
1359	Culbertson	do	R. J. Porter	1	0	7	10	.....	.....	.....	.....	1	2	.....	.....	0	2	2	60
1360	Decatur	do	B. B. Smith	1	0	9	9	0	0	2	1	.....	.....	13	11	3	1	3	200
1361	Doniphan	do	Maynard Spink	1	0	10	28	0	0	2	0	.....	.....	66	73	0	0	0	.....
1362	Edgar	do	Lucy M. Gardner	1	1	2	10	0	0	.....	.....	.....	.....	197	229	2	10	12	500
1363	Ewing	do	W. R. Jackson	1	0	14	28	0	0	.....	.....	.....	.....	79	62	2	6	2	600
1364	Exeter	do	J. T. McKinnon	1	0	9	19	.....	.....	.....	.....	.....	.....	137	153	.....	.....	.....	.....
1365	Falls City	do	A. C. Hancock	2	2	71	73	0	2	3	0	0	0	253	283	5	11	8	125
1366	Franklin	do	Ed. M. Hussong	1	1	31	43	0	0	12	17	19	26	67	92	1	1	2	300
1367	Fremont	do	Chas. W. Jones	1	3	29	91	.....	.....	12	22	2	15	0	0	2	7	5	.....
1368	Friend	do	D. G. Hopkins	1	1	4	13	0	0	4	13	0	0	170	180	2	8	10	250
1369	Fullerton	do	W. L. Stephens	1	1	17	39	0	0	6	15	.....	.....	10	15	3	3	3	10
1370	Gibbon	do	Frank S. Perdue	1	0	10	24	0	0	.....	.....	.....	.....	107	108	3	3	6	.....
1371	Gordon	do	C. F. Leetham	1	0	6	9	0	0	0	0	3	3	71	76	3	3	6	900
1372	Grafton	do	L. D. Johnson	1	0	11	13	0	0	.....	.....	.....	.....	86	90	0	0	.....	30
1373	Grand Island	do	E. E. Cole	3	1	48	77	0	0	0	0	1	0	0	0	4	9	2	224

1374	Gresham	do	G. H. Graham	1	0	2	14	0	0	.....	.....	.....	.....	7	1	1	0	13	100
1375	Hardy	do	J. R. Utterback	1	0	7	6	.....	.....	.....	.....	7	6	18	14	1	2	.....	104
1376	Hartington	do	A. H. Collins	1	0	13	19	0	0	.....	.....	3	2	119	118	0	0	0	50
1377	Harvard	do	C. W. Mills	1	1	9	27	0	0	.....	.....	3	3	0	0	3	3	6	75
1378	Hebron	do	B. F. Lorance	1	1	28	36	0	0	.....	.....	.....	.....	0	0	3	11	4	108
1379	Holdrege	do	Albert A. Faurot	2	1	11	27	0	0	.....	.....	.....	.....	8	18	3	7	10	300
1380	Hooper	do	Jas. A. Collins	1	0	7	4	0	0	7	4	0	0	12	28	7	4	11	80
1381	Humboldt	High School (dept.)	J. W. Dinsmore	1	1	23	38	0	1	.....	.....	.....	.....	190	192	3	6	.....	50
1382	Lincoln	High School	Myron W. Richardson	3	9	131	208	1	1	.....	.....	.....	.....	0	0	10	20	18	300
1383	Long Pine	do	W. E. Fee	1	0	10	15	.....	.....	.....	.....	.....	.....	60	65	0	1	.....	150
1384	Loup City	do	Louis W. Worel	1	0	2	5	0	0	.....	.....	2	5	10	17	0	0	.....	130
1385	Lyons	do	G. W. Gilliland	1	2	30	28	0	0	0	0	10	8	103	90	3	1	4	60
1386	Nelson	do	L. W. Pike	1	1	20	25	.....	.....	.....	.....	.....	.....	120	130	0	1	1	2,000
1387	Niobrara	do	D. D. Martindale	1	0	4	6	0	0	0	0	0	0	80	77	2	6	0	40
1388	North Bend	do	Jas. E. Ament	1	1	14	16	.....	.....	0	1	.....	.....	105	156	0	1	1	216
1389	North Loup	do	H. C. Laughlin	1	0	9	19	.....	.....	0	2	1	0	86	94	1	4	1	150
1390	North Platte	do	Chas. E. Barber	2	0	13	34	9	0	0	0	0	0	0	0	3	9	0	250
1391	Oakland	do	D. E. Reese	1	0	8	14	.....	.....	.....	.....	.....	.....	133	128	1	6	1	150
1392	Ogallala	do	Fred. S. Monical	1	0	9	15	0	0	0	0	0	0	8	12	0	0	0	.....
1393	Omaha	do	Homer P. Lewis	8	17	341	534	7	10	20	9	.....	.....	0	0	22	42	22	.....
1394	Ord	do	J. K. Campbell	1	2	13	22	.....	.....	.....	.....	.....	.....	237	248	3	10	13	200
1395	Orleans	do	G. R. McCrary	1	1	25	26	0	0	.....	.....	.....	.....	93	75	0	0	.....	40
1396	Oxford	do	W. F. Oates	1	0	7	8	0	0	.....	.....	.....	.....	8	13	2	2	0	.....
1397	Palmyra	do	C. F. Secord	1	0	9	7	0	0	0	0	0	0	13	17	0	0	.....	.....
1398	Pawnee City	do	H. M. Brayton	1	2	22	44	0	0	0	0	1	3	224	247	3	8	1	450
1399	Plainview	do	Jno. Bland	1	1	10	12	0	0	.....	.....	.....	.....	80	90	0	3	.....	.....
1400	Ponca	do	B. H. Culver	1	1	16	31	0	0	0	0	10	6	214	204	6	4	2	2,100
1401	Ravenna	do	F. E. Funk	1	0	6	20	.....	.....	.....	.....	.....	.....	85	70	0	1	.....	1
1402	Riverton	do	W. H. Fowler	1	0	2	3	0	0	0	0	0	0	57	63	1	3	0	35
1403	Rulo	do	J. C. Whitescarver	1	0	9	10	0	0	0	0	0	0	4	8	1	1	2	25
1404	Rushville	do	Wilson I. Austin	1		15	10	0	0	0	0	0	6	105	130	0	3	0	1,200
1405	Salem	do	C. W. Whitehead	1	0	4	8	.....	.....	.....	.....	.....	.....	74	85	.....	.....	.....	15
1406	Schuyler	do	A. B. Hughes	1	2	22	38	0	0	.....	.....	.....	.....	0	0	2	10	.....	125
1407	Seward	do	Geo. F. Burkett	1	1	17	46	1	0	.....	.....	1	8	255	245	1	8	9	60
1408	Shelton	do	H. A. Hull	1	1	28	27	.....	.....	3	13	2	4	.....	.....	1	6	7	250
1409	Sidney	do	F. D. Hyde	1	0	10	5	0	0	0	0	2	0	141	130	4	1	2	125
1410	South Omaha	do	W. J. Taylor	1	3	7	22	0	0	.....	.....	.....	.....	8	37	1	9	0	200
1411	Stanton	do	M. W. Page	1	0	4	10	0	0	0	0	0	0	96	120	0	5	.....	.....
1412	Stockholm	do	Miss M. Roe	0	1	4	4	0	0	0	1	0	0	31	41	0	0	0	100
1413	Stromsburg	do	G. W. Crozier	1	0	10	13	0	0	.....	.....	.....	.....	154	160	6	5	.....	300
1414	Superior	do	Isaac E. Wilson	1	2	37	63	0	0	0	0	0	0	175	215	2	10	3	186
1415	Syracuse	do	A. L. Caviness	1	1	20	20	0	0	16	15	4	5	120	141	2	3	3	282
1416	Talmage	do	W. H. Sublette	1	0	0	9	.....	.....	0	0	.....	.....	65	46	0	0	9	20
1417	Tecumseh	do	M. B. C. True	1	2	25	42	0	0	0	0	.....	.....	261	237	1	8	6	298
1418	Tekamah	do	A. V. Sunderlin	1	1	37	41	0	0	5	5	.....	.....	0	0	1	3	1	110
1419	Trenton	do	J. B. Morgan	1	0	1	2	0	0	.....	.....	.....	.....	55	82	0	0	0	.....
1420	Ulysses	Accredited High School	E. D. Stewart	1	1	15	20	0	0	0	0	15	20	107	104	3	2	5	25
1421	Valparaiso	High School	S. E. Clark	1	2	14	28	0	0	.....	.....	.....	.....	62	87	1	4	.....	72
1422	Verdon	do	J. A. Kuhlman	1	1	30	31	.....	.....	.....	.....	.....	.....	65	60	2	4	.....	.....
1423	Wahoo	do	T. H. Bradbury	2	2	36	65	.....	.....	30	60	4	5	.....	.....	5	9	9	750
1424	West Point	do	D. C. O'Connor	1	1	16	15	0	0	1	1	0	0	204	188	3	5	2	100
1425	Wilber	do	W. W. Boner	2	0	25	37	.....	.....	.....	.....	.....	.....	237	211	0	0	.....	.....

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEBRASKA—cont'd.																		
1426	Wood River	High School	W. L. Sprague	1	2	6	13	0	0	0	0	0	0	106	104	2	1	0	0
1427	York	do	L. B. Pfeiffer	1	2	27	48	----	----	----	----	27	48	12	3	2	7	9	200
	NEVADA.																		
1428	Battle Mountain	do	W. C. Hancock	1	0	3	5	0	0	----	----	1	1	35	34	----	----	----	60
1429	Carson City	do	H. H. Howe	1	1	38	62	0	0	0	0	0	0	----	----	3	15	0	300
1430	Gold Hill	do	R. C. Storey	1	1	10	30	----	----	----	----	2	7	7	9	1	4	5	500
1431	Reno	do	J. E. Bray	1	2	36	36	0	0	----	----	7	0	238	247	3	3	4	400
1432	Virginia City	do	H. E. Witherspoon	1	1	19	51	0	0	----	----	----	----	0	0	0	15	1	350
	NEW HAMPSHIRE.																		
1433	Amherst	do	F. W. Brown	1	0	11	9	0	0	0	0	0	0	2	8	0	0	0	25
1434	Berlin	do	E. T. Blake	1	1	12	13	0	0	----	----	0	0	0	0	6	3	3	110
1435	Bristol	do	A. T. Seymour	1	0	5	14	0	0	1	1	----	----	10	9	0	0	0	----
1436	Claremont	Stevens High School	M. C. Smart	1	4	42	68	0	0	8	8	2	0	0	0	4	10	2	500
1437	Concord	High School	J. F. Kent	2	4	111	133	0	1	12	14	4	0	0	0	18	19	9	500
1438	Dover	do	F. W. Whitney	2	3	52	97	0	0	8	12	15	13	0	0	8	12	5	246
1439	Exeter	do	Albion Burbank	1	1	36	0	----	----	----	----	----	----	----	----	5	0	----	----
1440	Franklin Falls	do	W. Scott Ward	1	1	27	33	0	0	----	----	----	----	----	----	4	6	1	200
1441	Goffstown	do	Jas. M. Curran	1	0	17	27	0	0	0	0	0	0	----	----	1	3	0	20
1442	Gorham	do	F. L. V. Spaulding	1	1	18	27	0	0	0	0	0	0	152	153	1	5	0	----
1443	Great Falls	Somersworth High School	Elmer Case, A. M.	1	2	25	37	0	0	5	6	1	0	0	0	1	5	2	250
1444	Greenland	Brackett Academy	Annie M. Howe	0	1	9	18	0	0	0	0	0	0	0	0	2	5	0	136
1445	Henniker	High School	F. L. Pugsley	1	1	29	27	0	0	0	0	1	0	0	0	1	1	0	150
1446	Hinsdale	do	Robt. A. Ray	1	2	23	34	0	0	4	6	6	6	----	----	3	5	5	500

1447	Hollis	do	F. W. Dudley	1	0	12	13	0	0	0	0	0	0	0	0	1	4	0	200
1448	Keene	do	C. H. Douglas	2	4	60	80	0	0	12	8	16	2	0	0	5	13	5	300
1449	Laconia	do	W. N. Cragin	1	2	22	48	0	0	4	9	3	0	0	0	2	13	3	0
1450	Lancaster	Academy	D. T. Timberlake	1	1	15	32	0	0	4	1	.....	.....	16	13	0	4	.....	.....
1451	Lisbon	High School	Chas. L. Wallace	1	1	25	25	0	0	9	8	0	0	0	0	2	5	3	.....
1452	Littleton	do	C. A. Williams	1	1	27	46	0	0	3	3	0	0	0	0	0	6	2	50
1453	Manchester	do	Albert Somes	4	6	109	139	0	0	28	25	8	4	0	0	18	26	19	400
1454	Nashua	do	L. S. Hastings	2	4	76	95	0	0	13	10	.....	.....	0	0	7	7	4	200
1455	Newport	do	F. O. Chellis	1	1	17	25	0	0	4	0	2	1	13	29	0	0	0	200
1456	Peterboro	do	E. C. Abbot	0	2	10	33	0	0	0	2	.....	.....	.....	.....	3	9	1	.....
1457	Pittsfield	do	Jas. H. Johnson	1	1	18	28	0	0	6	2	0	0	0	0	3	1	2	0
1458	Portsmouth	do	Irving H. Upton	2	4	66	102	1	0	12	6	8	0	0	0	11	22	8	500
1459	Raymond	do	Lizzie True	0	1	2	4	0	0	0	0	0	0	16	26	0	0	0	0
1460	Walpole	do	L. B. Varney	1	0	14	15	0	0	1	1	.....	.....	0	0	.....	.....	0	25
1461	Whitefield	do	H. W. Hurd	1	0	7	13	.....	.....	0	0	5	2	6	16	1	5	2	31
1462	Wilton	do	Jas. S. Brown	1	1	6	9	0	0	0	0	0	0	4	12	3	5	0	.....
1463	Winchester	do	W. O. Smith	1	1	17	20	0	0	0	0	4	7	0	0	3	3	2	60
1464	Woodsville	do	L. B. Purmort	1	0	6	11	.....	.....	2	5	3	4	34	39	.....	.....	.....	.....
	NEW JERSEY.																		
1465	Atlantic City	do	Chas. B. Boyer	1	2	25	65	.....	.....	.....	.....	.....	.....	.....	.....	8	7	4	1,500
1466	Boonton	do	L. J. Whitney	1	2	13	29	0	0	0	0	2	0	185	205	4	6	0	450
1467	Bordentown	do	Wm. McFarland	1	2	23	24	0	0	0	0	1	0	242	253	3	4	.....	.....
1468	Caldwell	do	C. E. Hedden	1	1	12	32	.....	.....	.....	.....	6	10	99	87	1	9	4	92
1469	Cranford	High School (dept.)	R. E. Clement	1	1	11	24	0	0	0	0	3	2	151	122	2	5	2	90
1470	East Orange	High School	V. L. Davey	2	9	61	124	1	2	10	20	20	0	55	41	3	7	.....	613
1471	Elizabeth	do	L. H. Sayre	0	5	35	100	2	3	.....	.....	1	0	.....	.....	6	18	.....	432
1472	Freehold	do	Jno. Enright	2	1	35	47	0	0	0	0	3	0	182	187	5	6	2	1,000
1473	Gloucester	do	Wm. Dougherty	1	3	20	0	0	0	0	0	0	0	12	26	1	1	.....	0
1474	Hackensack	do	Nelson Haas	2	1	29	35	0	0	0	0	4	3	211	225	6	14	2	.....
1475	Hightstown	High School (dept.)	Theo. Green	1	0	4	7	0	0	0	0	0	0	132	147	0	0	0	200
1476	Hoboken	High School	C. J. Brower	3	3	42	100	0	0	0	0	0	0	0	0	4	23	0	0
1477	Jersey City	do	Wm. S. Sweeny	4	11	90	150	0	7	8	9	26	1	80	200	24	46	8	650
1478	Keyport	do	S. V. Arrowsmith	2	2	32	43	0	2	0	0	4	0	231	296	5	9	5	958
1479	Millville	do	T. D. Sensor	1	1	20	46	2	1	0	0	0	0	10	20	4	7	5	300
1480	Montclair	do	Randall Spaulding	2	5	91	116	0	1	21	16	5	9	0	0	8	12	9	1,242
1481	Morristown	do	W. L. R. Haven	1	3	28	40	0	0	.....	.....	14	9	518	503	7	8	5	260
1482	Mount Holly	Graded High School	C. D. Raine	1	1	18	31	0	0	.....	.....	.....	.....	397	384	2	6	.....	47
1483	Newark	High School	E. O. Hovey	9	16	398	586	.....	.....	38	12	.....	.....	0	0	15	62	16	2,300
1484	New Brunswick	Livingston Ave. High School	W. C. Armstrong	1	6	100	140	0	3	6	0	10	0	0	0	3	20	3	4,000
1485	Newton	High School	C. J. Majory, Ph. D	1	1	16	27	0	0	0	0	2	3	231	216	2	3	2	.....
1486	Orange	do	U. W. Cutts	1	3	36	64	0	0	10	2	.....	.....	195	216	3	11	1	527
1487	Paterson	do	L. H. White	2	9	129	242	0	1	0	0	5	0	.....	.....	14	54	5	1,583
1488	Perth Amboy	do	W. S. Willis	1	2	50	30	5	2	2	0	6	4	270	310	2	4	2	400
1489	Plainfield	do	H. M. Mapson	2	4	70	94	0	2	12	9	10	0	0	0	15	14	8	350
1490	Rahway	do	W. M. Simmons	2	1	5	18	0	0	.....	.....	5	18	186	182	0	4	4	.....
1491	Raritan	do	Geo. A. West	1	0	4	3	0	0	1	0	0	0	91	85	0	0	0	331
1492	Red Bank	do	Richard Case	1	3	15	32	0	2	0	0	0	0	386	349	6	10	0	700
1493	Roselle	North High School	R. H. Tice	1	0	1	8	0	0	.....	.....	.....	.....	70	130	0	0	0	250
1494	do	South High School	Rachel Van Syckel	0	1	4	8	.....	.....	.....	.....	.....	.....	92	101	0	1	0	.....
1495	Salem	High School	F. R. Place	1	1	16	35	.....	.....	.....	.....	.....	.....	0	0	3	11	.....	30

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW JERSEY—cont'd.																		
1496	South Orange	High School (dept.)	E. C. Sherman	1	1	16	26	0	0	1	1	2	4	140	161	2	4	2	231
1497	Summit	High School	T. J. Bissell	1	2	9	5	0	0	2	2	1	0	86	109	2	5	5	380
1498	Toms River	do	J. D. Dillingham	1	0	19	26	0	1	3	1	5	0	110	125	2	6	2	401
1499	Trenton	do	W. H. Brace	2	9	87	187	2	3	0	0	.....	.....	0	0	15	24	.....	295
1500	Vineland	do	H. J. Wightman	1	2	42	74	0	1	0	0	.....	.....	430	504	10	11	.....	200
1501	Washington	do	J. C. Rush	2	1	6	26	0	0	0	0	0	0	14	26	0	5	0	253
1502	Westfield	do	E. Francis	2	1	11	17	0	0	0	5	1	0	0	0	1	5	3	300
1503	West Hoboken	do	Robt. Waters	2	2	5	14	0	0	0	0	0	0	940	780	1	8	0	1,071
1504	Woodbridge	do	G. W. Gamble	1	1	24	21	0	3	.....	.....	.....	.....	135	143	1	2	0	.....
	NEW MEXICO.																		
1505	Albuquerque	High School	Martha M. Winslow	1	2	9	19	0	0	.....	.....	.....	.....	0	0	3	3	0	.....
1506	Bernalillo	St. Nicholas Academy	F. A. Fogler	2	0	34	0	0	0	10	0	.....	.....	90	0	.....	.....	.....	.....
	NEW YORK.																		
1507	Addison	Union School	John S. Lincoln	1	4	25	45	0	0	6	7	4	0	240	230	4	4	0	2,000
1508	Afton	Union School and Academy	A. H. Knapp	1	....	5	9	0	0	1	1	2	3	74	90	0	0	.....	625
1509	Akron	Academic Department of Union School.	Orson Warren	1	2	9	9	.....	.....	0	0	0	0	171	162	1	1	0	528
1510	Albany	High School	Oscar D. Robinson, A. M., Ph. D.	10	14	297	503	2	1	37	32	62	30	0	0	33	67	45	7,300
1511	Albion	do	Charles A. Hamilton	1	3	46	72	.....	.....	13	10	1	.....	0	0	5	4	5	6,485
1512	Angola	Angola Academy	Charles W. Vandergrift	1	2	38	53	0	0	0	0	3	2	60	90	4	2	.....	550
1513	Arcade	Union School and Academy	George H. Stratton	....	1	1	3	0	0	.....	.....	.....	.....	59	119	2	2	0	140
1514	Attica	do	Arthur M. Preston	1	3	39	59	0	0	5	1	7	3	176	246	.....	.....	.....	1,733

1515	Auburn	Academic High School	Wm. P. Thomson	4	7	163	240	1	1	30	20	35	20	0	0	13	31	18	686
1516	Avon	Union School	Reuben J. Wallace	1	2	50	60	0	0	1	3	2	4	85	95	1	3	3	923
1517	Bainbridge	Academic Department of Union School.	F. W. Crumb, M. A	2	1	44	36	0	0	4	3	8	11	84	94	1	4	3	1,200
1518	Baldwinsville	Free Academy and Union School.	Edwin H. Bugbee	1	3	52	50	0	0	5	5	10	2	7	5	5	4	2	1,600
1519	Batavia	Academic Department of Union School.	John Kennedy	1	5	50	90	0	0	.....	.....	.....	.....	0	0	9	10	8	10,134
1520	Belfast	Genesee Valley Seminary and Union School.	Alfred N. Crandall	1	1	22	32	0	0	3	4	3	2	77	118	1	0	1	.....
1521	Binghamton	High School	Charles O. Dewey, Ph. D	3	10	173	235	.....	2	24	12	30	10	0	0	20	22	8	.....
1522	Boonville	Academic Department of Union School.	Charles H. Warfield	1	3	35	40	0	0	3	5	2	5	30	45	8	12	5	475
1523	Brasher Falls	Brasher and Stockholm Union School and Academy.	Wm. H. Adams	1	2	11	20	0	0	0	0	.....	.....	77	72	2	4	4	700
1524	Brewster	Union School	Henry S. Purdy	1	2	10	29	.....	.....	.....	.....	2	2	174	160	.....	1	.....	286
1525	Brooklyn	Boys' High School	A. G. McAllister	26	0	860	.....	2	.....	150	.....	125	.....	0	0	77	0	34	.....
1526	.....do	Girls' High School	Calvin Patterson	4	59	0	1537	0	0	0	40	0	35	.....	585	.....	79	6	0
1527	Buffalo	High School	Henry P. Emerson, A. M., Frederick A. Vogt.	7	26	443	600	0	2	57	10	.....	.....	19	21	54	63	21	1,500
1528	Cambridge	Union School	James E. Potter	1	2	17	26	0	0	2	0	15	26	105	265	3	3	6	.....
1529	Camden	High School	D. D. Van Allen, M. A	1	1	40	50	0	0	.....	.....	7	7	150	175	7	7	0	350
1530	Canandaigua	District No. 1, Academic Department Union Free School.	Henry L. Taylor, Ph. D	3	6	60	115	0	0	2	4	5	8	401	354	6	12	5	2,446
1531	Canajoharie	Union School	S. McKee Smith, Ph. B	1	2	21	19	0	0	0	0	11	7	179	203	4	1	5	1,030
1532	Canaseraga	.....do	Eugene G. Hughey	1	1	16	55	0	0	6	8	.....	.....	30	60	2	4	4	600
1533	Canastota	Academic Department of Union School.	Geo. H. Ottaway	1	2	19	19	0	0	3	0	.....	.....	290	294	0	8	0	1,111
1534	Candor	Free Academy	Chester G. Sanford	1	1	21	34	0	0	0	0	0	0	90	90	2	3	0	579
1535	Carthage	Union School and Academy.	M. F. Perry	1	3	40	60	0	0	.....	.....	.....	2	133	117	0	4	2	875
1536	Castile	Union School	Francis M. Smith, Ph. B	1	2	35	49	0	0	2	0	0	0	.....	.....	2	2	0	320
1537	Catskill	Free Academy	Mabel Doolittle, B. S	2	3	33	47	2	0	5	1	4	1	0	0	2	9	3	500
1538	Cattaraugus	Union School	Jas. V. Sturges	1	2	20	25	0	0	3	2	0	1	110	129	3	3	3	.....
1539	Champlain	.....do	Mathew D. Quinn	1	0	5	5	0	0	0	0	1	1	85	101	0	0	0	460
1540	Chateaugay	.....do	Edward L. Stevens	1	2	20	25	0	0	0	0	1	1	200	150	2	5	3	725
1541	Chittenango	Yates Union School	N. P. Avery	1	0	6	13	1	0	1	1	3	3	24	20	3	7	5	2,745
1542	Cohoes	Egbert's High School	George E. Dixon	1	3	11	44	0	0	2	3	0	1	.....	.....	4	6	0	348
1543	Cooperstown	Union School	Strong Comstock	1	4	33	44	0	0	3	1	0	1	178	205	2	4	0	2,825
1544	Copenhagen	.....do	F. A. Walker	1	1	31	49	0	0	3	2	0	0	28	47	1	0	0	674
1545	Corning	Free Academy	Leigh R. Hunt	1	3	53	80	0	0	20	4	10	5	.....	.....	3	11	4	300
1546	Coxsackie	Academic Department Union Free School.	Geo. Wm. Fairgrieve	1	1	16	20	0	0	1	1	10	5	210	207	1	8	10	655
1547	Crown Point	Union School	F. Yale Adams, B. A	1	2	30	45	0	0	1	0	3	6	101	110	0	2	0	570
1548	Cuba	.....do	J. E. Dewey	1	2	53	86	0	0	3	5	.....	.....	91	153	4	2	2	285
1549	Dansville	.....do	Willis G. Carmer	1	4	18	38	0	0	3	0	0	0	226	272	3	7	1	1,061
1550	Deposit	Deposit Academy	S. Dwight Arms, A. M	1	2	30	38	0	0	6	2	0	0	0	0	3	1	3	1,200
1551	De Ruyter	Union School	H. C. Woodworth	1	1	13	26	0	0	0	0	0	0	52	49	2	2	0	1,000
1552	Dryden	.....do	M. J. Fletcher	1	1	33	29	0	0	1	2	8	6	61	69	1	8	2	628
1553	Dunkirk	High School	Albert Leonard	1	3	29	63	0	0	2	4	3	.....	.....	.....	2	6	3	1,002
1554	East Bloomfield	Union School	Arthur E. Neeley	1	2	11	13	0	0	1	1	1	.....	45	29	1	2	0	750
1555	East Syracuse	.....do	Geo. E. Bullis	1	3	24	33	0	0	1	0	1	.....	245	270	0	1	0	925

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW YORK—cont'd.																		
1556	Ellenville	Union School	Francis A. Woodward	1	4	16	41	0	0	2	0	3	5	30	54	0	6	0	163
1557	Ellicottville	do	W. S. Hubbard	1	0	2	2	0	0	0	0	0	0	22	36	1	2	0	700
1558	Elmira	Free Academy	Herbert M. Lovell	2	6	143	151	2	2	.....	.....	.....	.....	0	0	20	28	10	1,832
1559	Essex	Union Free School	Gideon B. Travis	1	0	8	12	0	0	.....	.....	.....	.....	40	45	0	0	0	.....
1560	Flushing	High School	E. H. Cook, Ph. D.	2	11	40	60	.....	.....	.....	.....	.....	.....	34	127	5	18	3	2,680
1561	Fonda	Union School and Academy	Charles A. Coons	1	0	14	33	0	0	1	1	.....	.....	98	122	1	2	1	842
1562	Forestville	Free Academy	A. C. Anderson	1	2	25	20	0	0	0	0	8	12	83	98	3	4	5	600
1563	Fort Covington	do	Walter S. Flint	1	2	6	12	0	0	0	0	2	1	12	20	3	1	0	300
1564	Fort Edward	Union School	T. S. Vickerman	1	0	7	8	0	0	0	0	0	0	277	316	0	0	0	1,096
1565	Frewsburg	do	P. E. Marshall	2	1	30	40	0	0	0	0	0	0	70	85	3	6	0	130
1566	Friendship	Friendship Academy	F. F. Cudebec	2	2	37	53	0	0	3	4	2	2	100	160	1	4	0	450
1567	Fulton	Union School and Academy	B. G. Clapp	1	5	23	52	.....	.....	5	8	8	3	600	650	4	8	5	924
1568	Geneva	Classical and Union School	W. H. Truesdale, A. M.	1	3	34	77	0	1	12	16	10	4	551	552	2	5	2	3,565
1569	Glens Falls	Academic Department Union School.	Sherman Williams	0	7	42	84	0	0	6	8	.....	.....	.....	.....	4	9	7	2,500
1570	Gouverneur	Gouverneur Seminary	Donaldson Bodine	2	5	55	73	0	0	5	.....	.....	.....	54	71	3	5	4	950
1571	Gowanda	Gowanda Academy	Charles A. Black	1	2	16	36	0	0	0	0	20	20	164	175	3	9	4	750
1572	Granville	Union School	H. B. Niver, A. M.	1	1	3	3	0	0	2	0	1	0	10	14	1	5	1	525
1573	Greene	Union School and Academy	Wm. N. Harris	1	1	18	19	0	0	2	2	0	0	119	94	3	5	2	1,250
1574	Greenport	Union School	Alfred W. Rogers, A. M.	1	2	23	33	0	0	1	0	1	0	213	202	1	5	0	582
1575	Greenwich	Academic Department Union School.	C. L. Morey	1	2	52	40	0	0	4	3	10	8	218	310	4	5	2	1,300
1576	Groton	Union School	Olin W. Wood	2	1	26	36	.....	.....	2	2	6	5	10	12	4	9	13	800
1577	Hamilton	do	Charles H. Van Tuyl	1	2	50	100	.....	1	30	35	20	25	100	150	2	9	9	600
1578	Hancock	do	Lincoln R. Long	1	2	9	12	0	0	1	4	1	.....	40	72	2	0	0	382
1579	Havana	do	H. C. Jeffus	1	....	6	10	0	0	.....	.....	.....	.....	69	80	1	5	.....	230
1580	Hempstead	High School	A. C. Almy	1	1	20	22	.....	.....	.....	.....	3	0	.....	.....	1	7	1	1,200

1581	Herkimer	Union School	A. G. Miller	1	2	20	31	.....	.....	5	4	3	6	200	370	2	3	2	250
1582	Holland Patent	....do	Ransom H. Snyder	1	1	28	32	0	0	1	2	1	0	72	71	3	3	0	1,200
1583	Holly	Union School and Academy	Herbert G. Reed	1	1	9	10	0	0	0	0	.....	.....	189	189	0	0	0	.....
1584	Homer	Academy	L. H. Tuthill	2	2	50	70	0	0	0	4	6	0	200	220	1	1	0	2,500
1585	Hoosick Falls	High School	John E. Shull	2	1	26	51	0	0	1	1	.....	.....	0	0	1	17	0	2,000
1586	Hornellsville	Hornell Free Academy	W. R. Prentice	0	7	95	215	0	0	2	5	7	10	0	0	7	16	6	2,000
1587	Horse Heads	Union School	P. T. Marshall	.....	.....	13	21	.....	.....	.....	.....	.....	.....	.....	.....	2	8	3	500
1588	Hudson	High School	Frank Jas. Sagendorph, A. M.	1	2	33	22	0	0	3	0	0	0	0	0	0	3	0	100
1589	Huntington	....do	Chas. J. Jennings	1	3	40	55	0	1	6	6	2	0	200	200	5	11	3	1,200
1590	Ilion	Union School and Academy	Judson I. Wood	1	5	41	58	0	0	2	.....	.....	.....	21	37	7	19	.....	300
1591	Ithaca	High School	Daniel O. Barto	2	6	177	242	0	3	.....	.....	.....	.....	0	0	35	27	8	607
1592	Jamestown	....do	Rovillus R. Rogers	2	6	105	162	1	0	5	7	11	8	62	103	10	17	6	3,081
1593	Johnstown	....do	Wm. S. Snyder	1	3	67	63	0	0	4	1	1	4	.....	.....	5	3	5	6,433
1594	Jordan	Free Academy	John W. Chandler	1	3	24	44	0	1	0	0	3	0	129	140	2	7	0	1,205
1595	Keeseville	Union School	Leland L. Landers	1	1	8	15	0	0	0	0	2	0	2	3	....	2	1	1,249
1596	Kingston	Kingston Academy	Henry W. Callaghan	2	8	31	40	0	0	23	13	15	0	89	127	13	13	8	1,500
1597	Leonardsville	Union School	W. S. Maxison	1	1	20	27	0	0	1	0	0	0	31	41	0	0	0	200
1598	Le Roy	....do	Chas. T. Brace	1	3	56	45	0	0	10	12	12	10	200	200	5	3	8	.....
1599	Limestone	....do	Edward S. Babcock	1	1	4	5	0	0	0	0	1	0	99	131	0	0	0	.....
1600	Lisle	....do	D. S. Zimmer	....	2	11	10	0	0	5	3	3	4	38	77	....	2	1	300
1601	Little Falls	....do	Marcellus Oakey, M. A	1	2	41	60	0	1	8	2	4	2	0	0	7	6	2	3,000
1602	Liverpool	....do	Wm. S. Murray	1	1	6	6	0	0	0	0	0	0	152	151	0	0	0	85
1603	Long Island City	High School	Edward F. Fagan, A. M., Ph. D.	1	3	13	85	0	0	.....	.....	.....	.....	8	10	2	21	.....	.....
1604	Lyons	Union School	W. H. Kinney	4	1	53	78	1	1	8	0	10	12	397	399	2	6	3	1,070
1605	Madison	....do	H. Ewart Bolton	1	0	6	10	0	0	1	3	0	3	70	62	0	0	0	175
1606	Malone	Franklin Academy	E. D. Merriman	2	4	58	85	0	0	1	2	0	0	50	66	3	9	4	4,550
1607	Marathon	Union School	C. V. Coon	1	1	12	11	0	0	0	0	4	3	88	126	4	3	2	287
1608	Massena	....do	Michael H. Kinsley	1	1	30	38	0	0	0	0	4	7	146	162	1	0	0	521
1609	Mayville	Union School and Academy	Thomas E. Lockhart, A.M.	0	5	10	20	0	0	2	3	1	2	115	155	0	2	0	850
1610	Middletown	Wallkill Academy	Jas. F. Tuthill	2	2	45	50	1	0	.....	.....	.....	.....	57	98	5	16	5	.....
1611	Mohawk	Union School	W. E. Stearns	1	1	10	11	0	0	1	0	1	0	136	143	0	3	0	972
1612	Montgomery	....do	Reuben Fraser	1	2	29	50	.....	.....	5	6	2	.....	50	70	7	18	4	860
1613	Moravia	....do	J. D. Bigelow	1	2	52	30	0	0	4	3	0	0	174	157	6	1	5	594
1614	Morris	Union Academic School	W. D. Johnson	1	2	52	68	0	0	1	2	0	0	60	49	6	11	3	813
1615	Naples	Union Free School	Burr W. Mosher	1	2	30	40	0	0	0	0	0	0	110	138	2	1	0	1,436
1616	Newark	Union School and Academy	John W. Robinson	0	8	37	52	0	0	1	1	10	8	243	273	6	9	7	1,795
1617	Newark Valley	Union School	J. Stanton Kingsley	1	2	34	38	0	0	1	1	.....	.....	65	66	3	6	1	464
1618	New Berlin	....do	Stanford J. Gibson	1	0	10	15	.....	.....	.....	.....	.....	.....	87	98	6	1	4	623
1619	Newburg	Free Academy	James M. Crane	5	6	95	150	1	1	10	4	7	6	100	125	12	12	12	18,543
1620	New York City	Central Evening High School	George White	....	0	50	0	6	0	.....	.....	.....	.....	1,361	.....	269	....	.....	.....
1621	Nichols	Academic Department Union School.	Irving P. Stetler	1	1	8	12	0	0	1	0	1	0	45	70	2	5	1	405
1622	North Brookfield	Union School	F. L. Cubley	1	0	6	9	.....	.....	.....	.....	.....	.....	45	22	0	0	.....	500
1623	North Rose	.....	G. D. Sprague	1	1	8	9	.....	.....	.....	.....	.....	.....	20	16	....	....	.....	50
1624	North Tarrytown	Academic Department Union School.	Nathan H. Dumont	2	1	20	16	1	1	.....	.....	.....	.....	189	148	3	6	.....	600
1625	North Tonawanda	Union School	Frank J. Beardsly, A. B	3	3	32	31	0	0	1	3	8	12	30	30	5	12	7	1,502
1626	Norwood	Union School and Academy	Edwin F. McDonald	1	1	33	42	0	0	.....	.....	.....	.....	130	170	1	4	0	668
1627	Olean	High School	Charles W. Evans	3	4	42	56	0	0	2	2	6	0	29	75	6	16	0	3,000
1628	Oneida	Union School	Frank W. Jennings	1	3	47	88	0	0	10	18	12	30	276	251	7	11	5	742

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW YORK—cont'd.																		
1629	Oneonta	Union School	Nathl. N. Bull	1	4	55	78	0	0	.....	.....	.....	.....	421	464	2	3	.....	3,400
1630	Onondaga Valley	Onondaga Seminary	Albert W. Emerson, S. B.	1	2	66	68	1	2	1	0	12	5	73	54	12	8	9	1,300
1631	Oswego	High School	C. W. Richards	1	5	79	137	0	0	4	6	.....	.....	0	0	13	28	4	300
1632	Ovid	Ovid Academy	Mather C. Howe	1	1	24	24	0	0	3	1	6	4	85	109	4	2	3	1,215
1633	Owego	Free Academy	E. J. Peck, A. M.	2	7	59	100	.....	2	9	16	2	0	396	357	3	9	12	6,624
1634	Oyster Bay	High School	W. A. Miller	1	.....	1	5	1	5	.....	.....	.....	.....	140	169	.....	.....	.....	300
1635	Painted Post	Union School	C. R. Stiles	1	1	15	15	0	0	2	4	4	6	70	70	0	0	0	400
1636	Palatine Bridge	Union Free School	Chas. W. Trumbull	1	2	4	5	0	0	0	0	3	1	64	23	1	0	1	750
1637	Palmyra	Classical Union School	George W. Pye	2	2	40	62	0	0	15	19	0	0	182	228	5	4	2	2,200
1638	Parish	Union School	Lewis W. Craig	1	2	35	40	0	0	2	0	1	2	50	50	2	3	0	600
1639	Patchogue	do	Wellington E. Gordon	1	3	32	48	0	0	2	0	.....	.....	368	377	5	8	0	839
1640	Peekskill	Drum Hill School	John Miller	.....	8	33	51	.....	.....	0	0	0	0	395	441	4	4	0	367
1641	Phelps	Union and Classical School	D. D. Edgerton	1	2	54	46	0	0	5	6	4	0	120	140	4	6	5	600
1642	Phœnix	Union School	A. W. Dyke	1	4	12	8	0	0	2	2	2	0	30	38	5	6	1	310
1643	Pittsford	Union School and Academy	E. J. Howe	1	4	15	30	0	0	1	1	.....	.....	90	89	.....	1	1	200
1644	Plattsburg	High School	Helen D. Woodward	1	3	104	111	0	0	10	11	1	0	0	0	11	9	12	1,289
1645	Port Byron	Free School and Academy	Wm. L. Harris	1	2	39	49	0	0	2	0	4	7	109	95	3	4	2	943
1646	Port Chester	Union Free School	John C. Rockwell	1	1	12	15	0	0	3	5	2	3	394	399	5	12	5	2,025
1647	Port Jervis	Union School	John M. Dolph	1	4	46	103	1	0	3	0	8	5	6	7	.....	.....	3	300
1648	Portville	do	W. H. Smith	1	0	12	11	0	0	2	1	3	4	110	120	1	1	2	757
1649	Poughkeepsie	High School	James Winne	3	8	67	177	0	2	0	0	5	6	0	0	6	23	5	17,882
1650	Prattsburg	Franklin Academy and Union Free School.	C. B. Miller, A. M.	1	2	15	15	0	0	2	1	0	0	50	99	1	4	2	1,882
1651	Rhinebeck	Union School	Theodore S. Barnes	1	1	20	40	0	0	0	0	0	0	60	80	0	0	0	651
1652	Richfield Springs	Union Free School	J. Anthony Bassett	3	10	49	52	0	1	3	0	3	0	195	169	6	16	3	576
1653	Rochester	Free Academy	Jno. G. Allen	5	20	325	553	0	1	.....	.....	.....	.....	0	0	44	84	48	2,070
1654	Rondout	Ulster Academy	Wm. E. Bunten	2	5	35	51	0	0	4	2	2	0	381	365	3	5	3	950

1655	Rushford	Union School	Edward Maguire	1	1	9	20	0	0	0	0	3	2	66	65	3	2	5	296
1656	Sag Harbor	Union Free School	John Jay Harrison	0	8	11	41	1	0	0	0	0	1	305	145	0	3	0	350
1657	Salamanca	Union and High School	J. H. Carfrey	2	2	25	50	----	----	2	----	10	5	300	400	1	6	4	1,030
1658	Salem	Washington Academy	Wilder B. Harding	1	2	35	83	0	0	0	2	1	0	112	99	1	13	0	------
1659	Sandy Creek	High School	Wm. Carleton Tifft	1	3	19	15	0	0	6	1	1	0	28	14	2	2	1	792
1660	Sandy Hill	....do	Frances A. Tefft	1	4	57	93	0	0	10	0	1	1	363	373	2	12	1	1,171
1661	Saratoga Springs	Union School	Henry H. Kendall	1	4	58	100	1	4	3	0	0	0	0	0	4	12	------	325
1662	Savannah	Academic Department Union School.	Charles Plumb, M. D.	1	3	10	20	0	0	----	----	3	10	75	88	2	4	------	588
1663	Schenectady	Union Classical Institute	Charles S. Halsey	1	5	94	111	0	0	34	4	15	7	0	0	20	28	14	523
1664	Schoharie	Schoharie Academy	Solomon Sias, A. M., M. D.	2	2	34	26	----	----	8	0	3	0	78	57	2	2	3	711
1665	Seneca Falls	Mynderse Academy	F. S. Porter	....	4	37	61	0	0	----	----	10	8	404	431	14	14	3	1,504
1666	Sinclairville	Union School	Walter E. Bunten	1	2	17	29	0	0	0	0	0	0	63	67	0	2	0	361
1667	Sing Sing	High School	Miss Ida W. Bennett	0	3	31	47	0	0	0	0	0	0	345	459	5	6	4	3,218
1668	Smithville Flats	Union School	John H. Murray	1	2	1	7	0	0	0	0	0	0	32	37	0	0	0	436
1669	Solway	....do	C. O. Richards	1	....	2	3	0	0	0	0	0	0	125	175	....	....	------	------
1670	Spencer	....do	S. K. Marsh	1	3	35	40	0	0	0	0	6	7	125	100	1	6	0	800
1671	Springville	Griffith Institute and Union School.	Robert W. Hughes	1	4	59	83	0	0	3	0	0	0	191	196	3	9	1	1,454
1672	Stamford	Seminary and Union Free School.	James B. Hastings	1	3	20	30	1	2	4	6	5	8	80	100	3	5	------	240
1673	Stillwater	Union Free School	Willis N. Hinman	1	1	8	12	----	----	----	----	1	0	11	9	1	6	1	800
1674	Troy	High School	Jas. T. McKenna	4	3	72	163	1	0	10	3	----	----	3	2	10	36	19	600
1675	Utica	Free Academy	G. C. Sawyer	4	5	141	178	1	0	22	5	----	----	0	0	27	27	13	1,109
1676	Walton	High School	J. R. Fairgrieve	1	3	72	98	0	2	12	2	10	4	260	218	10	13	7	1,600
1677	Warrensburg	Union Free School	Fred. N. Moulton	2	3	6	30	0	0	0	0	3	9	75	103	1	2	0	797
1678	Warsaw	Union School and Academy	Irving B. Smith	2	2	77	82	0	0	4	3	20	7	243	234	3	8	5	2,965
1679	Warwick	Warwick Institute	Wm. Day Smith	1	2	40	40	0	0	4	0	2	2	160	175	6	10	2	1,150
1680	Waterford	High School	M. J. Cook	....	4	20	30	0	0	1	2	2	0	420	500	3	6	2	1,700
1681	Waterloo	Academy and Union School	Thos. C. Wilber	2	1	21	48	0	0	0	1	----	----	234	221	0	8	1	977
1682	Watertown	High School	Thos. F. Kane	2	8	148	178	0	1	30	8	----	----	0	0	14	20	6	------
1683	Watkins	Watkins Academy	S. S. Johnson	2	2	15	20	0	1	2	1	----	----	24	40	0	2	2	818
1684	Waverly	High School	P. M. Hull	1	3	17	38	0	1	1	6	----	----	29	56	2	5	4	1,342
1685	Webster	Union School	F. D. Boynton	1	3	10	12	1	0	8	4	----	----	148	106	3	1	4	360
1686	Weedsport	....do	Robt. Simpson, jr	....	7	46	74	----	----	2	3	8	12	179	201	8	8	5	500
1687	Wellsville	Union School Academy	Curtis M. Harding	2	1	6	20	0	0	----	5	----	----	150	348	2	7	1	125
1688	Westchester	Union Free School, No. 1	Michael E. Devlin	1	6	20	40	0	2	0	0	0	0	120	125	2	0	0	1,000
1689	Westfield	Union School and Academy	A. N. Taylor	1	1	29	35	0	0	2	5	----	----	252	245	4	5	4	2,400
1690	West Hebron	Union School	Willard H. Waterbury	1	....	19	25	0	0	1	----	----	----	33	25	0	0	------	79
1691	Westport	Union School and Academy	F. V. Lester	1	1	35	49	0	0	1	0	20	29	55	55	4	5	6	493
1692	Whitehall	Union School	W. W. Howe	....	4	5	11	----	1	----	----	----	----	495	589	....	....	------	2,000
1693	Whitneys Point	Academy and Union School	Arthur R. Mason	1	5	15	12	0	0	0	0	6	0	97	128	4	1	2	300
1694	Windsor	Union School	Geo. R. Winslow	1	2	11	17	0	0	2	0	0	0	90	113	1	3	0	700
1695	Winthrop	Brashear and Stockholm Union School.	Wm. H. Adams	1	1	31	34	----	----	----	3	4	5	50	65	2	4	1	700
1696	Wyoming	Middlebury Academy and Union School.	Fred. B. Waite	2	1	14	17	----	----	3	0	0	0	28	34	1	2	1	1,280
1697	Yonkers	High School	Herbert H. Gadsby, Ph. D.	3	4	81	113	1	2	----	----	----	----	----	----	4	13	8	9,615

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NORTH CAROLINA.																		
1698	Asheville	City Schools	L. B. Edwards	3	1	60	80	.....	.....	12	15	10	.....	125	175	2	12	15	.....
1699	Cameron	High School	J. B. Cameron, jr	1	1	1	1	.....	.....	1	1	.....	.....	11	16	.....	.....	.....	.....
1700	Concord	Graded Schools	Prof. E. P. Mangum	1	1	27	31	.....	.....	.....	.....	.....	.....	192	203	11	16	5	.....
1701	Durham	Graded and High School	E. W. Kennedy	3	0	25	56	2	10	.....	.....	.....	.....	313	380	4	10	.....	800
1702	Glenwood	High School	C. W. Corriher	1	1	8	6	.....	.....	.....	.....	.....	.....	20	17	.....	.....	.....	300
1703	Gold Hill	Bethany Academy	L. H. Rothrock	1	0	8	7	0	0	1	2	0	0	19	35	0	0	.....	.....
1704	Greensboro	Public High School	S. C. Smith	3	1	73	84	0	0	.....	.....	0	0	465	518	5	2	7	800
1705	Reidsville	High School Department, Public Graded Schools.	R. E. Ware	.....	0	35	27	.....	.....	.....	.....	.....	.....	113	155	0	7	10	200
1706	Sutherland	Sutherland Seminary	H. A. Dobbin, jr	1	1	5	6	.....	.....	4	3	.....	.....	55	49	.....	.....	.....	.....
	NORTH DAKOTA.																		
1707	Grand Forks	High School	Miss Harriette S. Kellogg	1	2	24	28	.....	.....	24	28	.....	.....	.....	.....	.....	6	6	500
	OHIO.																		
1708	Ada	High School	W. F. Hufford, A. B	2	1	18	22	.....	.....	.....	.....	6	8	8	18	3	15	11	350
1709	Akron	do	Wilbur V. Rood	4	8	202	289	2	6	.....	.....	.....	.....	48	79	19	53	12	110
1710	Alliance	do	J. W. Guthrie	2	1	53	84	1	0	.....	.....	.....	.....	0	0	7	18	.....	1,400
1711	Alpha	Beaver Creek Township High School.	R. E. Alspach	1	1	18	23	0	1	.....	.....	.....	.....	.....	.....	3	5	.....	120
1712	Andover	High School	A. T. Ullman, Ph. B	1	1	12	12	0	0	5	0	0	0	27	32	4	4	4	.....
1713	Anna	do	E. M. Day	.....	3	14	19	.....	1	.....	.....	.....	.....	50	65	1	1	.....	30
1714	Antwerp	Public School, High School (dept.).	R. E. Diehl and Joseph Rea.	1	1	8	16	.....	.....	.....	.....	.....	.....	158	202	0	2	.....	150
1715	Archbold	Public School	A. L. Biglow	1	3	20	22	.....	.....	2	0	.....	.....	109	119	2	0	2	.....
1716	Ashland	High School	Belle F. Osborn	2	3	33	63	0	0	4	8	3	2	1	2	2	4	.....	1,000

1717	Ashtabula	....do	Miss Pearl McVay	3	3	45	64	0	1	.....	.....	.....	.....	0	0	3	4	3	300
1718	Athens	....do	Miss Kate Boyd	1	2	20	51	2	3	.....	.....	.....	.....	0	0	2	10	.....	400
1719	Attica	Public Schools	Homer Metzgar	2	0	15	16	.....	.....	.....	.....	.....	.....	50	59	3	2	.....	200
1720	Bainbridge	High School	Wade J. Beyerly	1	0	8	12	0	0	0	0	3	2	0	0	1	3	3	0
1721	Barnesville	High School (dept.)	W. C. Bowers	3	1	22	44	0	1	.....	.....	.....	.....	0	0	4	6	.....	500
1722	Batavia	Public High School	Mary Lane	1	2	23	20	2	0	.....	.....	.....	.....	140	110	5	4	2	314
1723	Beaver Dam	High School	T. R. Hamilton	1	0	8	9	0	0	2	3	4	4	6	11	0	0	0	.....
1724	Bellaire	....do	Alice Cunningham	1	4	30	40	0	2	.....	.....	.....	.....	10	55	5	11	.....	75
1725	Belle Center	....do	J. W. Grabiel	2	0	23	25	0	0	4	6	1	2	139	102	1	8	0	309
1726	Bellevue	....do	H. C. Bates	2	2	20	40	0	0	2	4	1	.....	4	8	5	10	4	500
1727	Bellville	....do	W. S. Lynch	2	0	29	30	0	0	7	5	2	0	125	122	0	0	.....	75
1728	Beverly	....do	Jas. F. Wagner	0	4	19	20	.....	1	0	0	0	0	71	80	3	2	.....	140
1729	Blanchester	....do	R. N. John	1	....	5	10	.....	.....	3	3	.....	.....	158	163	3	3	6	200
1730	Bloomingburg	High School (dept.)	Delos S. Ferguson	1	....	5	5	2	0	.....	.....	.....	.....	108	100	2	4	.....	0
1731	Bloomville	High School	C. H. Shock	1	2	11	14	0	0	0	0	0	0	108	82	0	0	0	158
1732	Bluffton	....do	B. F. Biery	2	0	11	10	0	0	0	0	2	3	7	7	5	2	0	250
1733	Bowling Green	....do	Mrs. E. E. Barton	1	2	43	43	.....	.....	.....	.....	.....	.....	.....	.....	12	1	.....	164
1734	Bradner	....do	J. E. Ladd	1	2	7	10	0	0	0	0	.....	.....	77	78	0	0	.....	4
1735	Brecksville	....do	Cleveland K. Chase	1	1	7	12	.....	.....	2	2	.....	.....	15	13	1	5	1	630
1736	Bristolville	....do	J. H. Craig	1	....	22	23	0	0	.....	.....	.....	.....	44	29	1	....	0	.....
1737	Brooklyn	Township High School	Chas. M. Knight	1	0	6	5	0	0	0	0	.....	.....	0	0	1	1	2	100
1738	Bucyrus	City High School	G. M. Plumb	2	0	19	44	.....	.....	.....	.....	.....	.....	0	0	5	13	.....	1,200
1739	Butler	Independence High School	A. R. Stichler	1	0	21	11	0	0	.....	.....	.....	.....	0	0	0	0	.....	170
1740	Cadiz	High School	Maude Potts	1	1	8	19	1	1	0	0	3	0	0	0	3	5	3	20
1741	Caledonia	....do	John Miller	2	0	19	20	0	0	0	0	2	2	86	87	3	7	1	250
1742	Cambridge	Public School	E. L. Abbey	4	0	31	61	1	0	5	5	0	0	567	595	12	13	10	1,000
1743	Camden	High School	Jas. E. Randall	2	....	10	17	0	0	0	0	0	0	79	79	1	5	0	105
1744	Canal Fulton	....do	John H. Focht	1	6	8	17	0	0	.....	.....	.....	.....	171	221	4	6	.....	425
1745	Canal Winchester	Public School	T. M. Fouts	2	1	19	17	0	0	5	4	.....	.....	99	73	2	3	2	.....
1746	Canton	Central High School	Frank R. Dyer	3	2	48	99	0	0	.....	.....	.....	.....	0	0	8	20	28	300
1747	Carey	Union High School	T. A. Bonser	1	1	9	28	.....	.....	.....	.....	.....	.....	179	146	2	6	.....	365
1748	Cedarville	High School	John H. Sayres	2	4	14	18	1	1	2	3	.....	.....	118	140	2	3	.....	200
1749	Celina	....do	Miss Lenore Alleman	0	8	11	20	0	1	5	4	2	3	209	220	4	5	5	.....
1750	Centerburg	....do	S. H. Maharry	1	3	14	19	.....	.....	.....	.....	.....	.....	92	68	2	2	4	300
1751	Centerville	Washington Township High School.	Theo. S. Fox	3	7	37	48	0	0	1	3	3	6	130	146	3	6	3	378
1752	Chagrin Falls	High School	F. P. Shumaker, supt	1	1	32	50	0	0	6	4	15	12	168	146	4	12	8	500
1753	Chesterville	Union School	Byron Whitford	1	....	10	8	0	0	.....	.....	.....	.....	12	30	0	0	0	125
1754	Chillicothe	High School	Reynold Janney	2	4	62	91	6	10	.....	.....	.....	.....	.....	.....	6	11	.....	.....
1755	Christiansburg	Addison High School	W. F. Gilmore	1	....	12	9	0	0	.....	.....	.....	1	37	40	....	1	0	200
1756	Cincinnati	Hughes High School	E. W. Coy	6	9	246	362	5	12	46	14	168	48	0	0	30	49	10	2,500
1757	....do	Woodward High School	Geo. W. Harper	7	13	385	437	.....	.....	64	11	321	376	0	0	34	51	8	4,000
1758	Circleville	High School	Ella C. Drum	....	3	46	65	3	2	.....	.....	.....	.....	.....	.....	7	9	5	45
1759	Clarington	....do	C. E. Githens	2	2	17	16	0	0	0	0	0	0	73	72	2	0	0	.....
1760	Clarksville	....do	W. E. Barrett	1	....	16	19	0	0	0	5	5	0	72	57	2	1	2	0
1761	Cleveland	Central High School	Edward L. Harris	17	24	640	920	13	12	118	91	100	0	0	6	52	148	80	1,000
1762	....do	West High School	Theo. H. Johnston	8	9	166	310	0	1	4	6	2	0	0	0	13	57	12	200
1763	Clifton	Union High School	E. E. McCashin	1	....	10	11	0	0	0	0	0	0	68	82	1	4	0	122
1764	Columbiana	High School	Linda L. Snyder	1	1	17	21	0	0	.....	.....	.....	.....	0	0	5	2	1	198
1765	Columbus	Asa D. Lord High School	Aham Brown	10	11	235	502	.....	.....	0	0	.....	.....	0	0	11	72	19	.....
1766	Conneaut	High School	Lizzie E. Morrow	1	2	32	53	.....	.....	.....	.....	15	20	11	25	0	7	3	200
1767	Coshocton	Public High School	J. F. Fenton	1	1	26	49	.....	.....	.....	.....	4	5	0	0	1	5	.....	500

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	OHIO—continued.																		
1768	Crestline	High School	J. F. Lanehart	2	0	20	31	0	0	6	10	2	0	.....	.....	4	5	3	500
1769	Creston	....do	C. E. Budd	1	....	25	30	0	0	0	0	0	0	72	90	4	5	0	50
1770	Cumberland	....do	E. E. Smock	1	0	13	8	4	1	.....	.....	.....	.....	65	68	.....	.....	.....	.....
1771	Cuyahoga Falls	....do	Fred Schnee	1	2	24	27	.....	.....	.....	.....	6	4	.....	.....	10	1	.....	150
1772	Danville	Danville and Buckeye City Union School.	W. B. Manghiman	1	....	15	10	.....	.....	.....	.....	7	4	60	60	1	0	1	.....
1773	Dayton	Central High School	Charles B. Stivers	6	6	187	313	7	7	18	6	21	7	0	0	16	44	11	200
1774	Defiance	High School	J. E. Nelson	1	2	21	47	0	1	.....	.....	.....	.....	.....	.....	3	6	.....	2,000
1775	De Graff	Union School	C. J. Britton and Carrie L. Galer.	1	7	15	20	0	3	15	9	0	0	140	160	0	2	.....	500
1776	Delphos	High School	E. W. Hastings	1	1	14	11	.....	.....	.....	.....	.....	.....	11	14	2	3	.....	500
1777	Delta	....do	W. D. Pepple	2	....	23	32	0	0	.....	.....	.....	.....	152	131	3	5	.....	265
1778	Derby	Darby Township High School.	S. M. Sark	1	1	16	20	.....	.....	.....	.....	.....	.....	.....	.....	1	4	0	50
1779	Deshler	High School	H. A. Jones	....	5	3	23	1	1	.....	.....	.....	.....	147	117	2	2	.....	200
1780	Dresden	....do	Miss Lucie Brown	1	1	20	40	0	0	.....	.....	.....	.....	0	0	3	4	3	500
1781	East Cleveland	....do	W. H. Kirk	1	2	18	27	0	0	4	9	7	4	181	193	5	6	7	500
1782	Eaton	....do	Elmer G. Vaughan	2	0	35	30	1	1	10	7	4	5	.....	.....	2	9	4	2,000
1783	Elida	....do	E. C. Akerman	1	0	27	23	0	0	1	.....	0	0	0	0	2	2	0	50
1784	Elyria	....do	Miss Ida C. Allen	1	4	73	103	2	0	2	0	15	23	.....	.....	12	12	12	500
1785	Fairfield	....do	G. A. Hubbell	1	....	4	7	0	0	1	2	0	1	12	3	1	4	4	120
1786	Findlay	....do	J. F. Smith	1	4	79	121	1	0	.....	.....	.....	.....	.....	.....	8	15	.....	400
1787	Forest	....do	Frank P. Allyn	1	0	18	23	0	0	.....	.....	.....	.....	112	122	0	0	.....	150
1788	Fort Recovery	....do	Thos. W. Shimp	1	1	16	26	0	0	.....	.....	.....	.....	106	111	1	0	1	300
1789	Fostoria	....do	Charlotte T. Abbott	....	2	18	43	1	0	0	0	1	0	.....	.....	4	9	1	352
1790	Frankfort	....do	J. M. Lane	1	0	16	8	5	3	0	0	0	0	88	55	1	0	0	105
1791	Franklin	....do	Hampton Bennett	1	2	18	26	0	0	0	0	3	0	317	284	5	7	3	.....

1792	Fredericktown	High School (dept.)	Frank H. Roberts	2	0	23	21	0	0	8	4			83	80	3	5	2	
1793	Fremont	High School	W. W. Ross	2	2	54	98	0	1					0	0	2	15	0	10,000
1794	Galena	do	Newton M. Miller	1	0	24	20	0	0	2	1					3	3	3	100
1795	Galion	Public High School	I. C. Guinther	2	1	40	60									2	7		
1796	Gambier	College Township Special District School.	M. T. C. Wing	1	1	15	17	0	0	5	5					0	0		45
1797	Garrettsville	High School	C. L. Northrop	2		30	57	0	2			5	4			4	9		1,800
1798	Georgetown	do	Isaac Mitchell	2	0	12	27	0	3					145	156	0	0	0	300
1799	Germantown	do	J. H. Hayworth	2		18	27			3	4	0	0	152	138	3	7	2	5,000
1800	Girard	do	A. W. Kennedy	1	8	19	28	0	0	0	0	0	0	284	251	1	2	0	400
1801	Glendale	do	C. F. Dean	1	0	10	6	0	0	5	0			0	0	0	0	0	
1802	Glenville	do	Wm. W. Payne	1	1	25	16	0	0	0	0	1	0	130	132	0	0	0	400
1803	Good Hope	do	S. H. Ewing	1		5	5							19	18	1	2		
1804	Grafton	do	H. M. Ebert	1	0	12	8	0	0			7	2	119	93	4	0	4	145
1805	Granville	do	Horace A. Stokes	2	1	12	33	1	1	2		0	0	113	128	1	5	1	500
1806	Greenfield	do	J. S. Arnott	1	2	16	27	3	1			4	5	263	258	4	5	7	600
1807	Greenville	do	F. M. White	2	1	27	65	0	0	0	0	0	0	18	8	1	16	0	
1808	Greenwich	do	George M. Hoke	1	1	14	16	0	0	4	0	0	2	89	91	2	3	2	
1809	Groveport	do	J. A. Wilcox	1	3	16	24							80	67	4	11		250
1810	Harrisburg	do	Clinton Alsfach	1		3	4	0	0	1	3	1	1	35	45				
1811	Harrison	do	E. E. Ellis		7	9	11	4	2					150	183	1	7		
1812	Hartford	Hartford Township High School.	L. T. McCartney	1		5	5							35	33	0	0	0	0
1813	Hartwell	High School	J. L. Trisler	0	9	30	20	0	0	15	10			200	200	7	1	7	200
1814	Harveysburg	Special District School	U. L. Monee	1		7	9	0	0	0	0	0	0	8	11	0	2	0	200
1815	Hebron	High School	S. E. Varner	2	2	80	100	0	0	12	20	30	35	0	0	0	0	0	1,000
1816	Highland	New Lexington High School.	R. B. Barrett	1	2	2	3							76	65	0	0		30
1817	Hilliards	High School	Oliver A. Wright	1	1	31	15	0	0	6	0	6	8	61	75	0	0	0	130
1818	Huron	do	B. B. Hall	2	0	15	22	0	0	0	0	3	1	0	0	0	3	0	100
1819	Jackson	do	John R. Smith	2	0	20	66	0	0					0	0	5	9		
1820	Jacksontown	do	O. C. Larason	1		2	4							33	45	3	2		34
1821	Jamestown	Village High School	M. J. Flannery	1		16	31	3	5					134	124	2	5		100
1822	Johnstown	High School	B. T. Jenkins	2	2	18	13	0	0					56	64	0	2		
1823	Junction City	do	E. S. Randolph	1		6	15				1			6	8				
1824	Kellys Island	do	Miss Nannie V. Hayes		1	8	8	0	0	0	2	0		10	10	2	2	0	12
1825	Kingston	do	A. L. Ellis	1	0	28	24	0	0	2	4	0	0	0	0	1	4	3	
1826	Kinsman	High School (dept.)	M. L. Boyd	1	1	21	20	0	0					46	45	0	4	4	560
1827	La Grange	High School	Charles M. Carrick	1		4	7			1				11	6	2	4	1	
1828	Lakeside	do	H. D. Grindle	1	4	39	43	0	0	3	2	1	3	45	53	4	1	4	120
1829	Lancaster	do	John A. Long	2	1	29	67	1	1					0	0	5	18		400
1830	Lebanon	do	Joseph F. Lukens	1	0	6	15	0	0	0	0	0	0	0	0	1	1	0	100
1831	Lectonia	do	Miss Julia E. March		10	20	29					2	2	271	209	3	11	4	300
1832	Leipsic	do	C. M. Lewis	1	0	7	12	0	0	2	2					1	4	1	150
1833	Le Roy	High School (dept.)	W. M. Glasgow	3	0	28	26	0	0			10	1	45	46	0	0	0	700
1834	Lewisburg	High School	F. M. De Motte	1		11	9									2	2	7	50
1835	Lima	do	S. Steffens	1	4	59	105	1	3	2	1	12	18			5	14	4	
1836	Lodi	do	B. F. Hoover	1	1	14	28			4	8			6	10	0	4	4	600
1837	Logan	do	Miss Bessie Calhoun		16	31	55	2	1					356	370	3	6	4	
1838	Lorain	Public High School	Elizabeth N. McConnell	1	3	30	56	0	4					0	0	5	7	3	190
1839	Londonville	High School	G. C Maurer	2	0	20	40	0	0	4	7	0	0	200	189	2	7	2	150
1840	Loveland	do	N. D. Cross	1		12	17	0	0	0	0	0	0	91	74	0	5	0	
1841	Lynchburg	do	Henry G. Williams	1	0	19	15	0	0	2	1	0	0	83	90	2	1	2	240

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	OHIO—continued.																		
1842	McArthur	High School	M. A. Henson	1	....	14	22	0	0	.....	.....	.....	.....	88	102	1	5	.....	.....
1843	McComb	do	Chas. M. Milroy	1	0	11	20	0	0	3	3	.....	.....	0	0	1	3	2	150
1844	McConnelsville	do	W. M. Wikoff	2	2	25	40	0	0	.....	.....	.....	.....	175	140	1	3	2	300
1845	Madisonville	do	F. B. Dyer	1	2	41	44	2	0	.....	.....	.....	.....	0	0	2	2	2	480
1846	Malvern	do	J. E. Finefrock	2	....	20	21	.....	.....	.....	.....	.....	.....	70	75	4	3	2	250
1847	Manchester	do	J. W. Jones	2	....	25	35	0	0	6	4	.....	.....	200	190	5	2	2	100
1848	Marengo	Special District School, High School (dept.).	E. W. Green	1	0	14	16	0	0	.....	.....	6	4	38	42	0	1	0	40
1849	Marietta	Academy of Marietta College.	Martin R. Andrews	4	0	94	0	0	0	34	0	51	0	0	0	27	0	27	.....
1850	Marlboro	High School	W. S. Jones	....	2	20	25	0	0	0	0	30	40	30	35	2	4	3	200
1851	Martins Ferry	do	R. A. Blackford	3	1	25	30	0	3	.....	.....	14	12	.....	.....	6	2	4	100
1852	Martinsville	do	R. B. Fairley	1	2	17	19	0	0	0	0	3	4	60	55	2	0	1	.....
1853	Marysville	do	L. B. Demorest	1	2	22	51	.....	.....	10	6	3	1	.....	.....	8	13	5	200
1854	Mechanicsburg	do	J. M. Mulford	1	2	30	38	1	1	14	16	1	.....	0	0	4	8	6	.....
1855	Medina	do	J. R. Kennan	1	3	45	56	0	0	1	1	.....	1	0	0	4	7	3	400
1856	Middleport	do	W. P. Stewart	1	0	18	30	0	6	0	0	2	5	.....	.....	3	12	1	.....
1857	Milan	do	W. G. Scroggie	....	4	20	18	.....	.....	.....	.....	.....	.....	40	62	3	3	7	.....
1858	Milford Center	do	W. H. Sidebottom	1	3	33	34	.....	.....	.....	.....	8	7	78	79	3	5	5	150
1859	Monroe	do	H. C. Marshall	1	0	7	7	0	0	0	0	0	0	1	0	2	0	0	100
1860	Moscow	do	O. M. Patton	1	....	10	10	0	0	0	0	0	0	80	85	0	3	0	100
1861	Mount Gilead	do	M. W. Spear	1	1	32	40	0	0	2	0	8	5	160	140	5	4	5	400
1862	Mount Pleasant	do	Wm. M. White	....	1	16	24	6	11	.....	.....	.....	.....	9	11	2	10	.....	60
1863	Mount Vernon	do	John K. Baxter	2	3	55	105	0	2	6	10	15	20	0	0	3	12	8	150
1864	Napoleon	do	G. P. Chatterton	1	1	21	42	0	0	3	4	2	.....	189	258	2	5	2	.....
1865	Nelsonville	do	Miss M. Ella Moore	0	2	12	57	.....	.....	.....	.....	.....	.....	.....	.....	2	17	.....	150
1866	Newark	do	George P. Deshler	4	8	58	131	0	0	.....	.....	.....	.....	0	0	5	27	.....	.....

1867	New Bremen	High School (dept.)	E. Ward	1	0	11	4	0	0	4	0	1	0	11		2	0	1	300
1868	New Carlisle	High School	L. G. Weaver	2	0	9	19	1	0	0	0	0	0	7	9	3	8	0	125
1869	New Holland	do	C. L. Thomas	1	0	15	15	0	0	0	0	0	0			0	0	0	0
1870	New Lexington	do	James C. Fowler	1	0	27	27	0	0	5	7	1	0			2	1	3	300
1871	New Lisbon	Public High School	Miss Marion Jordan	2	0	17	34									3	4		500
1872	New Philadelphia	High School	Charles Haupert	2	2	36	64	2	1	6	7	6	0	569	572	11	14	8	
1873	New Richmond	do	G. B. Bolenbaugh	1	2	13	12	0	2	2	0	3	1	169	162	2	3	1	300
1874	New Vienna	do	J. L. Cadwallader	2	0	26	25	0	0	0	0	3	3	0	0	3	5	8	
1875	New Washington	do	J. F. Kimerline	0	3	9	6	0	0			11	6	63	84	5	2	3	150
1876	Niles	Public High School	Lida F. Baldwin	0	2	5	16	0	0					15	25	1	5	0	585
1877	North Amherst	High School	W. H. Schibley	2	0	30	33							168	172	6	3		87
1878	North Baltimore	do	J. E. McFadden	2	1	18	36	0	2	0	0	0	0	0	0	2	1	0	
1879	North Lewisburg	Village High School	J. J. Welty	2	0	6	20	0	1					80	122	0	0	0	130
1880	Oak Harbor	High School	Miss Sue E. Harrison	1	1	25	26	0	0	8	7			2	4	5	6	6	417
1881	Oberlin	do	Letitia Bennett	1	3	54	90	5	8					0	0	9	10	15	500
1882	Orrville	High School (dept.)	J. L. Wright	1	0	16	24	0	0	0	0	0	0			0	7	0	260
1883	Osborn	High School	Geo. P. Harmount	1	0	14	17	0	0	1	0			72	73	3	2	1	250
1884	Ostrander	do	J. W. Cross	1	0	27	24	0	0	3	0			47	56	5	9	3	100
1885	Oxford	do	W. H. Stewart	1	2	38	55	1	2					149	165	5	8		500
1886	Painesville	do	F. H. Kendall	4	3	55	97									2	12	1	150
1887	Payne	do	J. B. Shadley	2	5	5	10				2	2	1	261	278	1	4	2	
1888	Peebles	do	A. V. Lemon	1		5	3	0	0										
1889	Pemberville	do	R. F. Beansay	1	3	6	4	0	0	0	0	0	0	133	100	4	0	1	100
1890	Piqua	do	Mary E. Hall	1	2	41	83	0	0	5	3	1	0	0	0	4	14	3	4, 300
1891	Plain City	do	Geo. A. Chambers	2	0	21	32	0	0	3	7	6	0	119	149	5	5	3	300
1892	Pomeroy	do	T. C. Flanegin	2	1	24	34	1	1	0	0	0	0	0	0	4	8		500
1893	Port Clinton	do	Ella Wommelsdorff	1	1	27	31	0	0							2	2	2	100
1894	Portsmouth	do	Emily Ball	2	2	58	87	6	4							4	10	2	125
1895	Port Washington	do	C. L. Cronebach	1		4	7	0	0					13	10	0	0		100
1896	Put in Bay	Special School	J. C. Oldt	1	0	9	9	0	0			3	3	4	13	0	0	0	50
1897	Reesville	High School	D. G. Taylor	0	1	14	0							11	69	1	4	3	
1898	Republic	do	J. C. Seemann		3	3	3							74	68	1	3		10
1899	Richmond	do	F. W. Latham	2	0	29	48	0	1					172	162	0	5	2	300
1900	Ripley	do	J. P. C. Kalbfus	1	1	22	24	4	4	3	4	1		296	679	3	2	15	600
1901	Rock Creek	do	A. A. Prentice	1		3	6		1	3	2	4	3	73	63	1	4	5	100
1902	Sabina	do	William J. Sewell	2	0	22	28	0	0	0	0	2	0	125	110	4	8	2	150
1903	St. Clairsville	Public Schools	Geo. Rossiter	0	6	11	19	11	19					108	103	4	7	3	400
1904	St. Marys	Village High School	Mrs. Ada N. Butts	2	2	33	36	0	0			1	1	0	0	3	3	2	1, 200
1905	Sandusky	High School	C. S. Coler	2	2	54	108	3	1	5	19	4	7	0	0	5	23	7	600
1906	Scio	do	E. C. Ryan	1	0		14	3	0					11	19		6	3	182
1907	Seven Mile	Public High School	J. R. Bevis	1	0	10	18	0	0			1	0	35	40	0	0	0	4
1908	Seville	High School	J. A. Lowrie	1	1	27	32			0	0	0	0	0	0				500
1909	Shelby	do	C. H. Handley	1	2	28	48	0	0	3	1	0	0	201	195	1	4		242
1910	Shiloh	do	J. G. D. Tucker	2	0	5	5	0	0					19	23	0	0		315
1911	Sidney	do	Ida Hashup	2	2	50	67	0	1	4	12	8	10	519	453	7	8	7	300
1912	Somerset	do	H. R. McVay	1	0	17	17	0	0					75	70	3	5		
1913	South Charleston	do	Harry S. Latham	3	0	14	22	0	0	10	14	3	0	170	186	3	7	7	700
1914	Sparta	do	N. D. O. Wilson	0	2	15	16	0	0	5	4	3	1	27	28	3	2		350
1915	Spencer	do	J. B. Eberly, A. M.		2	10	8			4	0			34	40	0	0		
1916	Spencerville	do	N. H. Stull	1	6	17	13			3	8			213	225	1	2		
1917	Springfield	do	John S. Weaver	4	6	128	227	2	21							6	26		400
1918	Spring Valley	do	F. M. Boring	1		10	7	0	0	0	0	0	0	54	69	3	0	0	175

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	OHIO—continued.																		
1919	Steubenville	High School	E. W. Matthews	2	3	57	112	0	2	4	2	5	3	0	0	4	14	6	2,634
1920	Stockport	Special School	F. M. Gill	1	1	16	20	.....	.....	.....	.....	.....	.....	.....	.....	3	6	3	100
1921	Sunbury	Special District High School.	Worthington Scott	1	3	16	10	.....	.....	1	1	0	0	56	60	2	2	2	150
1922	Tallmadge	High School Department of Central School.	Anna M. Nutting	....	1	18	15	.....	.....	.....	.....	.....	.....	56	49	1	2	.....	.....
1923	Tarlton	High School	John B. Grove	1	....	14	8	.....	.....	2	1	.....	.....	5	3	1	1	1	.....
1924	Tiffin	.....do	A. C. Krout	1	3	52	119	0	0	.....	.....	.....	.....	.....	.....	2	18	6	.....
1925	Tippecanoe City	.....do	J. T. Bartmess	1	1	15	25	0	0	0	0	3	2	135	135	2	2	1	400
1926	Toledo	.....do	H. C. Adams	5	7	180	303	0	0	.....	.....	.....	.....	.....	.....	36	61	.....	800
1927	Uhrichsville	.....do	Mrs. M. I. B. Hoover	1	1	13	37	.....	1	.....	.....	.....	.....	.....	.....	2	1	.....	316
1928	Unionville Center	.....do	H. B. McCord	2	2	17	23	0	0	5	7	4	3	36	33	0	1	0	20
1929	Upper Sandusky	.....do	Hattie E. McCutchan	0	2	16	40	0	0	.....	.....	.....	.....	.....	.....	3	1	.....	25
1930	Urbana	.....do	F. N. Keyser	1	1	34	47	1	.....	.....	.....	.....	.....	0	1	6	7	.....	350
1931	Utica	.....do	C. S. D. Shawan	1	....	16	15	0	0	0	1	0	0	78	95	1	5	0	250
1932	Vanlue	High School, Department of the Special District School.	L. E. Huston	1	0	8	7	0	0	.....	.....	.....	.....	58	43	5	1	.....	0
1933	Van Wert	High School	Miss Helen H. Harrington	2	2	52	72	.....	1	1	.....	3	2	.....	.....	12	12	.....	656
1934	Vermilion	.....do	J. O. Versey	1	0	17	4	0	0	.....	.....	.....	.....	134	110	6	1	0	.....
1935	Versailles	.....do	P. O. Robinson	1	....	12	29	.....	.....	.....	.....	.....	.....	140	122	3	9	.....	.....
1936	Wadsworth	.....do	F. M. Plank	1	1	24	29	0	1	.....	.....	.....	.....	206	225	4	10	.....	325
1937	Waverly	.....do	Jas. A. Douglas	2	....	16	22	0	0	0	1	0	1	0	0	1	2	0	400
1938	Wellington	.....do	Miss Alma Sprague	1	3	63	67	0	1	.....	.....	.....	.....	.....	.....	16	10	.....	100
1939	West Alexandria	.....do	J. L. Brouse	1	0	16	11	.....	.....	.....	.....	.....	.....	56	62	5	2	.....	75
1940	Westerville	.....do	Edwin DeVore Resler	1	1	23	32	1	0	.....	.....	.....	.....	.....	.....	6	7	9	0
1941	West Jefferson	Village High School	J. O. Beck	1	0	7	7	0	0	0	0	0	0	88	89	2	0	0	.....
1942	West Liberty	High School	J. M. Reason	1	1	9	10	.....	.....	2	.....	.....	.....	3	9	2	....	2	300
1943	West Mansfield	.....do	J. Edson Gordon	1	0	13	9	0	0	0	0	0	0	52	58	3	3	4	0

1944	West Milton	do	F. B. Harris	1		23	16							104	88	2	1		100
1945	Weston	do	Geo. E. Ryan	1		18	28							95	98		3		
1946	West Salem	do	Geo. W. Gorham	1	0	28	14			3	2					5	4	2	150
1947	West Union	Village High School	E. S. Jones	1	3	27	37					2	10	83	96		3		
1948	Westwood	High School (dept.)	S. T. Logan	1	1	5	14	0	0			2	1			3	3		100
1949	Williamsburg	High School	G. W. Felter	1		7	16										4		20
1950	Williamsport	Deer Creek High School	E. B. Wilson	1	0	19	13	0	0	2				218	186		1		
1951	Willshire	High School	J. W. Kannel	1	0	10	16			0	0	0	0	91	68	0	0	0	43
1952	Winchester	do	C. B. Evans	1		14	26	0	0	0	0	0	0	65	62	0	0	0	15
1953	Wooster	do	S. S. Milligan	2	5	66	128	0	0	6	6	0	0			18	24	17	
1954	Worthington	do	S. H. Layton	1	0	15	29	0	0	6	8			80	100	1	2	1	250
1955	Xenia	do	G. J. Graham	3	2	43	87	14	20					0	0	5	32		500
1956	Yellow Springs	do	J. E. Collins	1		9	22	1	7					133	151	0	0	0	0
1957	Youngstown	Rayen School	Geo. F. Jewett	3	5	75	110	0	2	10	15	5	0	0	0	8	18	11	
1958	Zaleski	High School	W. F. Smallwood	1	0	8	12	0	0			5	5	150	125	1	4	2	67
1959	Zanesfield	do	J. F. Haas	1	0	14	16	0	0					51	46	2	7	6	0
1960	Zanesville	do	W. M. Townsend	2	8	90	210	3	6					0	0	10	24	2	200
	OREGON.																		
1961	Ashland	High School	T. A. Hayes	0	1	7	21	0		0				12	20	2	8	7	100
1962	Astoria	do	R. N. Wright	1	2	14	18			3	2					1	2	2	100
1963	Baker City	do	J. A. Churchill	1	1	32	19			5	1					5	1	6	700
1964	Grants Pass	do	W. B. Adams	1	1	14	36	0	0	14	36	8	17	214	220	1	12	33	85
1965	Heppner	do	A. W. Wier	1	1	33	37	0	0			2	0	148	124	5	1	6	
1966	Portland	do	F. G. Young	4	6	189	350	1	0							15	42	13	422
1967	Union	do	S. W. Holmes	1		10	15							103	122	1	4		125
	PENNSYLVANIA.																		
1968	Allegheny	High School	James E. Morrow	4	6	112	234	0	6							19	40		13,302
1969	Archbald	do	R. N. Davis	1	0	1	10	0						6	33	0	0		460
1970	Ashbourne	Cheltenham High School	Milton C. Cooper	2		20	27		1	4						6	12	4	1,000
1971	Ashland	High School	S. H. Clair, A. M., M. E.	1	2	35	55	0		0		0	0	0	0	6	14	0	1,199
1972	Bangor	do	Jas. W. Elliott	2		9	23	0	0	4	12			10	12	1	4	2	506
1973	Bedford	do	J. C. Houser	2	0	15	40	1	2	4	8			0	0	2	2	3	500
1974	Bellefonte	do	David O. Etters	3	1	31	54	2				12	8			6	7	3	125
1975	Berwick	High School (dept.)	E. K. Richardson	2	0	16	25	0	0	0	0	1	4	276	293	2	5	1	
1976	Birdsboro	High School	H. G. Hunter, A. M.	1		2	10							10	20	3	7		
1977	Bismarck	Central High School	J. B. Batdorf	1	1	6	3	0	0			3	1	14	12	4	1		100
1978	Blairsville	High School	Harry P. Johnson	2		16	10							244	276	6	6		250
1979	Bloomsburg	do	L. P. Sternes	2	1	52	39	0	1	2	2			428	428	5	9	0	250
1980	Boyertown	do	Elmer J. Conner	1	4	28	18	0	0					97	97	4	7		225
1981	Bristol	do	Louise D. Baggs		1	12	11							4	10	2	5		325
1982	Brookville	do	T. B. Galbraith	2	0	7	8							13	22	6	8		300
1983	Brownsville	Union School		1		10	15	0	0					145	165	1			570
1984	Cambridgeboro	do	Charles F. Chamberlain	1	1	18	22	0	0	4	2			140	152	9	3	6	400
1985	Carbondale	High School	H. J. Holkenberry	1	5	15	45	0	0	2				45	110	7	28	5	1,346
1986	Carlisle	do	Mary Landis	1	2	16	27			2	2			13	34	7	11		0
1987	Centralia	do	W. W. Heffner	1		12	18							239	265	3	2	0	321
1988	Chester	do	Thomas S. Cole	1	3	20	66	1	1	0	0	1	0	0	0	4	4	1	80
1989	Columbia	do	Mary Welsh		2	12	48		1	6	12	3	8	0	0	1	11	3	

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	PENNSYLVANIA—continued.																		
1990	Conshohocken	High School	J. Horace Landis	1	9	120	132	0	4	0	0	0	0	140	150	0	4	0	550
1991	Corry	do	Miss Caroline W. Coats	1	2	18	37	0	1	.....	.....	.....	.....	.....	.....	4	5	.....	300
1992	Coudersport	Graded and High School	W. F. Du Bois	0	7	50	72	0	0	2	1	0	0	140	160	2	4	3	120
1993	Doylestown	High School	John L. Shroy, M. S	1	1	14	26	0	0	0	0	0	0	110	150	.....	.....	0	600
1994	East Mauch Chunk	do	R. H. McCabe	3	6	4	9	.....	.....	.....	.....	.....	.....	190	250	.....	.....	.....	.....
1995	Easton	do	Benj. F. Sandt	3	3	71	156	2	3	15	.....	10	.....	0	0	20	35	7	.....
1996	East Stroudsburg	do	J. J. Ungen	1	0	8	14	0	0	.....	.....	.....	.....	.....	.....	0	2	2	100
1997	Emaus	do	H. L. Reber	1	.....	4	2	.....	.....	.....	.....	.....	.....	9	5	2	2	.....	27
1998	Emlenton	do	S. M. Meals	.....	5	14	25	.....	1	0	0	0	0	131	140	.....	8	.....	34
1999	Erie	do	Jno. C. Diehl	3	7	109	254	1	0	7	1	5	0	0	0	14	40	10	300
2000	Everett	do	C. H. Bucher	1	1	21	24	0	0	0	0	0	0	0	0	0	4	2	500
2001	Fleetwood	do	D. B. Lenderman	1	0	22	19	0	0	0	0	0	0	0	0	0	0	0	.....
2002	Franklin	do	Charles E. Lord	2	0	53	76	1	0	3	5	.....	.....	.....	.....	8	21	4	125
2003	Great Bend	High School (dept.)	M. W. Cargill	.....	4	16	18	0	0	0	0	0	0	0	0	0	0	0	100
2004	Hamburg	High School	Eli M. Rapp	1	0	15	20	0	0	0	0	0	0	0	0	4	2	0	300
2005	Harrisburg	Boys' High School	J. Howard Wert	5	2	180	0	8	0	4	0	34	0	0	0	10	0	6	400
2006	Hatboro	High School (dept.)	H. A. Markley	.....	1	21	18	0	0	0	0	0	0	79	64	2	4	0	4
2007	Hawley	Graded School	Prof. Kimber Cleaver	2	0	10	25	0	0	0	0	0	0	151	165	1	6	.....	300
2008	Hollidaysburg	High School	J. A. Stewart	1	.....	5	22	.....	1	.....	.....	.....	.....	15	22	2	8	1	300
2009	Hughesville	do	D. W. Anderson	1	0	13	20	0	0	5	6	.....	.....	153	161	3	2	3	325
2010	Hummelstown	do	H. M. Roth	1	0	17	30	.....	.....	3	.....	1	0	2	8	2	11	1	100
2011	Huntingdon	do	Ezra Lehman	2	2	16	30	2	1	.....	.....	.....	.....	44	45	5	12	1	1,000
2012	Huntington Mills	do	Jas. W. Hayman	1	.....	17	12	0	0	0	0	0	0	45	32	0	0	0	.....
2013	Jenkintown	do	D. G. Hartney	1	3	25	12	2	1	3	2	2	.....	125	140	2	.....	2	150
2014	Jersey Shore	do	S. W. Furst	1	.....	15	30	.....	.....	0	0	0	0	219	221	.....	2	.....	.....

2015	Lancaster	Boys' High School	F. P. McCaskey	3	1	110	.....	0	.....	.....	.....	.....	.....	0	.....	16	.....	.....	.....
2016	Lancaster City	Girls' High School	Miss S. H. Bundell	2	4	0	172	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	4	30
2017	Landsdale	High School	Warner P. Roberts	0	2	95	50	0	0	0	0	0	0	100	140	5	5	0	.....
2018	Lebanon	.....do	S. Robert Hoover, A. M	1	3	63	72	.....	.....	5	6	.....	.....	.....	.....	14	15	11	3,000
2019	Lehighton	.....do	C. J. Walter	1	.....	9	19	0	0	.....	.....	.....	.....	310	276	3	14	.....	60
2020	Lewisburg	.....do	D. P. Stapleton	1	1	17	28	0	0	2	1	2	3	11	17	8	14	6	200
2021	Linesville	Union School	R. S. Penfield	2	0	35	20	0	0	2	3	0	0	60	90	0	0	.....	25
2022	Lock Haven	High School	W. J. Wolverton	1	2	45	46	0	0	5	3	2	0	7	12	8	1	2	300
2023	Lykens	.....do	J. B. Reese	2	5	9	18	.....	.....	.....	.....	.....	.....	271	272	4	5	2	300
2024	McKeesport	.....do	John A. Keys	2	1	28	53	.....	.....	3	.....	.....	.....	.....	.....	4	9	.....	.....
2025	Marietta	.....do	R. R. Plean	1	1	18	30	.....	.....	4	3	2	3	0	0	3	7	.....	300
2026	Meadville	.....do	Miss Euphemia Haxton	....	5	48	83	1	1	.....	.....	.....	.....	60	107	9	20	9	300
2027	Mechanicsburg	.....do	W. H. Herich	1	1	20	30	0	0	0	0	0	0	285	333	3	4	0	20
2028	Media	.....do	Leon H. Watters	1	1	7	30	.....	.....	.....	.....	.....	.....	.....	.....	1	3	.....	300
2029	Meyersdale	.....do	J. C. Speicher	1	1	16	34	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....
2030	Middletown	.....do	J. H. Reber	1	1	22	19	0	0	.....	.....	.....	.....	0	0	2	6	.....	350
2031	Mifflinburg	.....do	G. F. W. Mark	1	1	11	18	.....	.....	.....	.....	.....	.....	29	30	.....	.....	.....	70
2032	Mifflintown	.....do	Oden C. Gortner	1	3	8	12	2	4	1	2	.....	.....	74	71	.....	.....	.....	.....
2033	Millersburg	.....do	D. L. Fickes	1	0	12	22	0	0	0	0	0	0	.....	.....	4	6	0	300
2034	Milton	.....do	S. O. Goho	1	2	42	60	0	2	0	0	3	2	562	557	5	4	3	1,500
2035	Monongahela	City School	E. W. Dalbey	1	.....	9	21	.....	.....	.....	.....	2	.....	.....	.....	5	3	2	.....
2036	Mount Carmel	High School	S. H. Dean	2	0	20	31	0	0	0	0	0	0	709	709	4	4	0	200
2037	Muncy	.....do	J. George Becht	3	.....	30	37	.....	.....	.....	.....	3	.....	.....	.....	0	5	.....	.....
2038	Myerstown	.....do	Sam'l Haak	1	0	8	8	.....	.....	.....	.....	.....	.....	5	5	1	2	.....	500
2039	New Bloomfield	Bloomfield High School	Luke Baker	1	.....	3	15	.....	.....	.....	.....	.....	.....	18	13	0	0	.....	0
2040	New Brighton	High School	S. Jennie Knott	1	3	20	50	.....	1	0	0	5	10	625	650	3	9	5	400
2041	Newport	.....do	E. P. Rose	1	5	15	5	.....	.....	.....	.....	.....	.....	5	9	.....	.....	.....	500
2042	Newtown	Boro High School	Jacob H. Schrope	1	0	14	16	0	1	0	0	0	0	92	98	1	1	0	115
2043	Norristown	High School	A. D. Eisenhower	1	6	106	126	0	3	0	0	18	7	0	0	19	26	8	5,000
2044	North East	.....do	F. H. Shaw, A. M	1	2	19	27	0	0	8	9	2	0	198	221	3	5	7	.....
2045	Oil City	.....do	F. J. Turnbull	2	3	50	80	0	0	10	12	15	20	0	0	3	10	7	.....
2046	Parkesburg	.....do	Charles B. Cloud	1	0	3	9	0	0	0	0	0	0	13	16	0	1	0	0
2047	Pen Argyl	Public schools	Wm. P. Messinger	2	4	22	18	0	2	3	4	4	10	282	346	2	1	2	108
2048	Philadelphia	Girls' High School	George W. Fetter	3	50	.....	1,880	.....	14	.....	105	.....	345	.....	570	.....	357	.....	1,600
2049	Phœnixville	High School	H. F. Leister, A. M	1	4	16	47	0	0	0	0	0	0	12	16	8	14	0	700
2050	Pittsburg	Central High School	Charles B. Wood	13	16	415	562	4	6	12	3	.....	.....	0	0	60	112	5	2,500
2051	Pleasantville	High School	J. L. Hadley	1	.....	8	11	0	0	1	.....	1	.....	65	70	2	3	1	.....
2052	Plymouth	.....do	Irving A. Herkes	2	0	10	31	0	0	0	0	2	0	6	11	2	3	0	70
2053	Portland	.....do	H. F. Walker	1	0	21	23	0	0	.....	.....	.....	.....	60	52	1	2	.....	130
2054	Pottstown	.....do	J. H. Rohrbach	3	2	59	90	.....	.....	0	0	5	.....	.....	.....	7	12	.....	2,500
2055	Pottsville	.....do	S. A. Thurlow	2	1	46	68	0	0	2	2	5	0	0	0	10	19	2	500
2056	Reading	Girls' High School	Elizabeth A. Stahle	1	6	0	220	.....	0	.....	0	0	.....	0	.....	.....	29	0	500
2057	.....do	Boys' High School	M. E. Scheibner, Ph. D	7	.....	158	.....	0	.....	21	.....	30	.....	.....	.....	19	.....	7	0
2058	Renovo	High School	Charles B. Kelley	2	15	30	32	.....	.....	1	0	1	0	310	448	4	9	.....	900
2059	Rovers Ford	.....do	William Lockart	1	.....	16	20	0	0	0	0	0	0	0	0	1	6	.....	100
2060	Sellersville	.....do	A. S. Martin	1	.....	12	22	0	0	2	.....	.....	.....	8	8	7	5	2	60
2061	Shenandoah	.....do	W. N. Ehrhart	1	1	33	50	.....	.....	.....	.....	.....	.....	.....	.....	6	11	.....	1,745
2062	Somerset	.....do	E. E. Pritts	2	0	11	24	0	0	0	0	0	0	209	237	0	6	.....	.....
2063	South Bethlehem	Central High School	M. Alton Richards	3	0	35	48	0	0	1	0	5	1	0	0	5	7	6	75
2064	South Easton	High School	A. J. La Barre	3	0	28	80	0	0	5	0	4	0	0	0	5	13	2	250
2065	South Williamsport	.....do	J. W. Stout	1	.....	5	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2066	Springboro	.....do	S. A. Willson	1	.....	6	9	0	0	.....	.....	.....	.....	60	70	3	3	0	0

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	PENNSYLVANIA—continued.																		
2067	Starrucca	High School (dept.)	John J. Repp	1	....	6	4	0	0	.....	.....	.....	.....	14	5	2	1	0	500
2068	Steelton	High School	Charles S. Davis	1	1	34	36	.....	.....	.....	.....	.....	.....	.....	.....	5	7	.....	.....
2069	Summit Hill	do	O. M. Grammer	1	0	10	29	0	0	0	0	0	0	250	350	0	0	0	0
2070	Sunbury	do	C. D. Oberdorf	2	1	33	50	0	0	3	2	.....	.....	.....	.....	7	10	3	800
2071	Susquehanna	Graded School	C. T. Thorpe	1	1	36	44	0	0	4	.....	.....	.....	180	200	1	8	1	.....
2072	Thurlow	South Chester High School	Miss Hannah Sears	1	2	8	33	0	2	.....	1	1	.....	0	0	2	5	2	15
2073	Trevorton	High School	P. S. Bergstresser	1	....	4	7	.....	.....	0	0	0	0	11	13	0	0	0	27
2074	Tyrone	do	J. K. Hamilton	3	1	46	113	.....	2	2	1	.....	.....	.....	.....	4	18	2	250
2075	Union City	do	T. M. Morrison	1	2	27	34	0	0	10	15	5	5	237	275	5	3	8	300
2076	Uniontown	do	Lee Smith	1	3	30	41	.....	.....	0	0	0	0	590	644	3	9	.....	900
2077	Upland	Borough High School (dept.)	W. L. Phillips	1	1	9	10	0	0	.....	.....	.....	.....	13	17	2	3	.....	60
2078	Warren	Glade School	C. C. Eaton	1	1	7	20	0	0	.....	.....	.....	.....	160	225	.....	.....	.....	140
2079	Waynesboro	High School	A. J Harbaugh	1	1	16	46	0	0	0	0	0	0	0	0	1	9	4	500
2080	Weatherly	do	Chas. A. Ritter	1	0	16	12	0	0	0	0	0	0	.....	.....	2	3	0	200
2081	Wellsboro	do	Amos F. Stauffer	1	2	40	40	0	0	0	0	1	0	310	302	1	4	1	50
2082	West Chester	do	Addison Jones	3	2	35	64	1	3	6	3	8	2	531	569	2	6	3	800
2083	West Conshohocken	do	A. J. Emrey	0	4	10	16	0	0	.....	.....	.....	.....	92	89	0	0	.....	50
2084	Williamstown	High School (dept.)	A. H. Gerbeuch	1	0	15	26	0	0	.....	.....	.....	.....	7	6	0	0	.....	216
2085	Wyoming	High School	G. M. Wilner	1	....	6	7	.....	.....	.....	.....	.....	.....	9	15	0	0	.....	50
2086	York	do	W. J. Shearer	2	2	63	86	2	2	.....	.....	.....	.....	.....	.....	6	16	.....	425
2087	Youngsville	High School (dept.)	Wm. H. Kindt, A. B	1	1	14	25	0	0	.....	.....	.....	.....	81	45	2	4	.....	400
	RHODE ISLAND.																		
2088	Ashaway	Hopkinton High School	Charles W. Moore	1	1	16	10	0	0	7	4	7	1	8	10	2	1	5	100
2089	Barrington Center	Barrington High School	Walter H. Russell	1	1	14	18	0	0	2	0	0	0	0	0	0	1	0	50
2090	Bristol	High School	Arthur P. Johnson	1	2	22	32	0	3	0	2	2	3	0	0	3	8	1	100

2091	Newport	Rogers High School	Frank E. Thompson	2	5	51	96	1	0	11	3	8	0	0	0	6	12	3	400
2092	Olneyville	Johnston High School	Frank A. Spratt	1	2	32	39	0	0	6	9	3	1	0	0	4	9	.....	575
2093	Providence	High School	David W. Hoyt	10	18	274	588	4	2	145	158	.....	.....	0	0	43	70	42	2,500
2094	Warren	do	Oliver R. Cook	1	2	22	27	.....	.....	0	2	1	2	7	6	4	7	3	650
2095	Westerly	do	Walter R. Whittle	2	3	41	69	.....	.....	4	12	2	.....	.....	.....	2	11	8	1,100
	SOUTH CAROLINA.																		
2096	Batesburg	Graded School	M. W. Penrifoy	1	0	5	6	0	0	2	4	0	0	20	9	0	0	6	30
2097	Bennettsville	Marlboro Graded School	J. D. Rast	2	3	20	62	.....	.....	6	18	.....	.....	92	76	.....	1	1	50
2098	Charleston	Memminger High School	Miss A. R. Simonton	1	10	.....	258	.....	.....	.....	.....	.....	.....	.....	3	.....	24	.....	195
2099	Donalds	High School	O. B. Martin	1	0	5	18	0	0	2	6	0	0	35	37	.....	.....	.....	.....
2100	Dorroh	do	C. C. Whiteside	.....	1	12	0	0	0	4	0	0	0	27	37	.....	.....	.....	.....
2101	Ellorce	Graded School	F. M. Sheridan	1	1	16	14	0	0	3	0	10	4	74	92	0	0	.....	.....
2102	Newberry	High School (dept.)	C. W. Welch	3	1	5	31	0	0	0	0	3	5	175	205	0	10	3	300
	SOUTH DAKOTA.																		
2103	Aberdeen	High School	Mrs. E. M. Lovejoy	0	4	11	21	0	0	0	0	4	3	4	6	2	2	2	300
2104	Ashton	do	A. H. Avery	1	0	4	5	0	0	.....	.....	3	4	60	58	0	0	0	135
2105	Canton	do	J. H. Rudolph	.....	5	4	4	.....	2	0	0	2	2	160	198	3	4	4	50
2106	Deadwood	do	Alex. Strachan	1	1	14	21	0	0	.....	.....	3	7	187	198	0	6	4	400
2107	Huron	City High School	Ella C. Winchard	1	3	11	31	0	0	2	3	.....	.....	16	40	3	10	5	200
2108	Mitchell	High School	E. J. Quigley	2	1	25	40	.....	.....	.....	.....	.....	.....	.....	.....	2	14	.....	100
2109	Sioux Falls	do	R. B. McClenon	2	2	49	72	0	0	1	1	.....	.....	0	0	4	7	0	.....
2110	Yankton	do	Miss Marie D. Thompson	.....	1	13	27	.....	.....	.....	.....	.....	.....	.....	.....	1	2	.....	.....
	TENNESSEE.																		
2111	Auburn	High School	W. B. King	3	1	53	46	.....	.....	.....	.....	.....	.....	25	30	0	0	0	.....
2112	Beech Grove	Beech Grove College	M. Parker	2	.....	10	7	.....	.....	.....	.....	.....	.....	80	53	2	.....	.....	.....
2113	Bells Depot	Bell's High School	M. Rose	1	0	14	13	0	0	.....	.....	.....	.....	39	34	.....	.....	.....	.....
2114	Chattanooga	Howard High School (col'd)	J. A. Henry	1	1	11	14	11	14	.....	.....	.....	.....	339	409	2	4	2	0
2115	do	High School	Wilford Caulkins	3	3	73	131	0	0	.....	.....	.....	.....	.....	.....	9	26	.....	.....
2116	Clarksville	Public School	F. L. Burdette	1	3	21	42	7	11	2	5	.....	.....	.....	.....	2	5	7	.....
2117	Cleveland	High School	D. C. Arnold	2	0	20	30	0	0	.....	.....	.....	.....	264	247	4	13	0	0
2118	Corryton	Walnut Grove Academy	H. B. Clapp	1	.....	15	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2119	Dandridge	Maury Academy	A. H. Webster, chairman board of trustees.	1	.....	12	8	0	0	.....	.....	.....	.....	58	72	0	0	2	.....
2120	Dickson	Wayman Academy (col'd)	Rev. C. O. H. Thomas	2	1	14	7	14	7	4	5	3	2	37	53	0	0	0	56
2121	Dyersburg	Graded School	H. S. Kennedy	1	2	40	75	.....	.....	21	49	17	40	96	146	2	8	.....	250
2122	Fall Branch	do	John T. Henderson	1	.....	15	12	0	0	2	1	1	1	90	75	3	0	.....	0
2123	Flynns Lick	High School	Prof. D. E. Morris for 1892; W. L. Dixon for 1893.	1	.....	11	11	0	0	0	0	3	1	39	35	.....	.....	.....	.....
2124	Germantown	do	John C. Pettus	1	1	44	55	0	0	0	0	0	0	21	20	0	0	0	0
2125	Grant	Franklin Institute	Sadie M. Agnew	.....	1	8	11	0	0	.....	.....	.....	.....	18	20	0	0	0	32
2126	Humboldt	City graded schools	F. K. Henderson	1	2	26	30	.....	.....	.....	.....	.....	.....	155	316	1	7	.....	27
2127	Jamestown	Jamestown Academy	C. M. Robbins	1	1	36	30	.....	.....	18	12	15	10	44	38	.....	.....	.....	100
2128	Jonesboro	Graded School	S. W. Sherrill	.....	4	34	45	0	0	20	15	6	50	86	89	2	2	4	.....
2129	Knoxville	High School (girls' dept.)	W. T. White	1	4	25	60	0	0	.....	.....	.....	.....	.....	440	0	14	.....	.....
2130	La Grange	High School	Mrs. W. H. Horton	.....	1	4	6	.....	.....	.....	.....	.....	.....	31	34	.....	.....	.....	.....

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	TENNESSEE—cont'd.																		
2131	Memphis	Leath High School	Chas. H. Collier	3	5	74	238									7	32		
2132	Milan	Graded School	J. C. Cheek	1	1	6	22	0	0	2	2	0	0	118	186	0	1	6	0
2133	Morristown	City schools	Chas. Mason, supt	1	1	32	43			3	4			197	220		2		
2134	Mount Horeb	High School	Jones M. Hicks	1	1	11	5	0	0	0	0	0	0	45	40	0	0	0	0
2135	Newbern	Union Male and Female Seminary.	J. P. Grey	1	0	19	22	0	0	5	6	0	0	152	176	1	5	6	25
2136	New Market	New Market Academy	W. E. Graham	1	1	11	16	0	0	5	2	2	2	79	67	3	1	3	
2137	Rheatown	Masonic School	Burns Collier	1	1	62	44	0	0	21	12			0	0				60
2138	Rhodelia	Lost Creek Academy	A. W. Brantley	1		10	3	0	0					40	47				
2139	Trenton	Peabody High School	G. R. McGee	1	2	35	48			2	1			169	176	4	6	5	
2140	Well Spring	Powells Valley Seminary	W. L. Stooksbury, A. B	2	1	30	20	0	0			25	15	117	80				150
	TEXAS.																		
2141	Abilene	High School	C. G. Foust	3	5	160	250	0	0	0	9	0	0	160	175	0	9		300
2142	Anson	High School, Commercial and Normal Institute.	J. T. Sugg		1	3	13							107	77				30
2143	Athens	High School	E. S. Glascock	2	0	10	8	0	0					102	106				
2144	Austin	do	I. H. Bryant	2	4	75	144	0	0							4	9	8	600
2145	Blanco	do	W. H. Bruce		2	60	55	0	0	8	2	2	0	80	60	4	8	2	100
2146	Blue Ridge	do	W. L. Barnes	3		14	17							60	72				53
2147	Brackettville	do	O. J. Blakesley, B. S	1	1	20	20	0	0	3	3	3	2	100	115	0	0		
2148	Bremond	do	L. E. Burgess	1	0	23	25	3	2					104	111	1	2		50
2149	Brenham	do	Miss Mary Rial	2	2	21	57	6	8	5	10			460	471	3	14	4	300
2150	Brock	Olive Branch Collegiate Institute.	J. B. Morris	1		5	6			7	8			40	30	0	0	0	6
2151	Bryan	City High School	S. H. Hickman	4	0	36	46	2	0	25	15	14	16	0	0	6	7	13	500

2152	Calvert	High School	J. B. Wolfe	2	0	15	25	0	0					148	152	3	5	4	175
2153	Chisholm	Berry Creek High School	E. L. Brewer	3	1	18	10	0	0	16	10	12	6	78	83	0	0	0	
2154	Cleburne	High School	E. C. Lewis	2	2	50	75							400	475	3	4		400
2155	Coleman	do	T. J. Hocker		6	32	39	5	4	5	2	2	2	265	180			16	0
2156	Corpus Christi	do	M. Menger	1	2	12	30			1	3	1	3	196	221	1	2	3	
2157	Dallas	City High School	L. W. Coleman	1	3	52	111	0	0	1	0	40	86	173	278	7	10	17	300
2158	Denton	High School	E. B. Keyte	2		50	50	0	0	28	9	65	32	260	270	3	10	6	513
2159	Ennis	do	J. E. Koonce	1	12	21	23							292	316	3	8	0	800
2160	Floyd	do	A. A. Driver		1	6	7	0	0	5	8			20	24	0	0	0	0
2161	Fort Worth	City High School	J. W. Buchannan	1	4	6	11	0	0	0	0	0	0	43	103	2	6	0	500
2162	Gainesville	High School	J. P. Glasgow	2	0	35	70	0	0					25	40	3	8		
2163	Galveston	Central High School	John R. Gibson	2	1	16	16					2	4	90	95	2	4		50
2164	Gonzales	High School	Arthur Lefevre	1	1	10	16	0	0	3	4			129	128	3	2	3	200
2165	Graham	do	H. Fowler	2	0	38	40	0	0	4	10	4	0	0	0	0	0	12	500
2166	Hillsboro	do	S. P. Halleck	1	1	7	29	0	0	0	0	0	0	249	351	1	8	0	200
2167	Houston	Normal and High School	A. E. Kilpatrick	3	1	34	97	0	0					42	75	1	7		391
2168	Hughes Springs	High School	Prof. T. B. Price	1	1	20	18	0	0	1	1	0	0	60	67	0	0	0	0
2169	Kingston	Calhoun College	T. E. Wallis	2	2	50	20	0	0	11	0	0	0	30	75	4	1		1,000
2170	Leesburg	Leesburg Academy	Z. C. Alvis	2	1	20	10	0	0	0	0	10	5	50	50				
2171	Lone Oak	High School	W. H. Attebery	1	1	18	23			2	2	3	1	40	43				
2172	Luling	High School (dept.)	J. V. Brown	1	2	27	41							235	302		6	0	300
2173	McGregor	High School	J. N. Davis	1	0	14	23	0	0	0	0	1	2	127	138	2	5	3	200
2174	McKinney	Public School	J. B. Dodson		4	40	75	10	15	110	150			200	246		4	60	
2175	Marshall	Masonic Female Institute	W. D. Allen		3		65								195		5		75
2176	Mineola	High School (dept.)	R. A. Stafford	1	1	15	35	0	0	5	8	2	0	125	145	1	1	2	
2177	Montague	High School	J. H. Vaughan	1	1	35	31	0	0	0	0	0	0	96	129	2	3	3	
2178	Oak Cliff	do	J. F. Stanley	2	1	9	17	0	0	0	0	0	0	228	290	3	0	1	0
2179	Paris	do	E. L. Dohoney, jr	2	1	35	65	1	2					865	935	5	7	4	
2180	Quitman	do	Miss Susan Reinhardt		1	3	3							17	18				
2181	Ranger	do	T. D. Evans	1	0	3	10	0	0	0	0	0	0	68	59	0	0	0	0
2182	Rising Star	do	Brutus C. Chrisman	1	4	60	73	0	0	15	10	12	8	40	55	5	3	17	200
2183	Round Rock	Round Rock Institute	C. A. Neville, M. A	2		18	20	0	0	4	3	1	0	80	76	1	0	1	0
2184	San Antonio	High School	Wm. Schoch	4	2	17	63	0	0					243	418	1	7	2	
2185	Shelbyville	do	M. M. Dupre	1	1	20	18					2		40	32				
2186	Sipe Springs	do	Ben. Raudals	1	1	20	15	0	0	2	0	1	0	80	75	0	0	0	0
2187	Timpson	do	T. R. Day	2	3	90	108	0	0	15	12	2		50	50	4	2	6	40
2188	Uvalde	do	Wesley Peacock	1	1	10	25			2	3			173	168	3	9	5	475
2189	Vernon	do	W. A. Ownby	1	1	28	26	0	0	1	1					1	2	2	50
2190	Waco	Central High School	John N. Gambrell	2	2	42	81	4	0					91	134	1	5		500
2191	Waxahatchie	Park High School	J. Henry Phillips	3	0	8	45	0	0	2	20	6	25	0	0	2	10	10	
2192	Whitt	Parker Institute	Prof. Amos Bennett, A. M.		1	8	10							10	12	1		6	0
2193	Wichita Falls	High School	J. F. Sigler		11	20	60							301	349	5	16		100
	UTAH.																		
2194	Ogden City	High School	T. B. Lewis	1	1	33	42	0	0	0	0	0	0	0	0	1	4		75
2195	Salt Lake City	do	W. R. Malone	3	3	67	124	0	0							4	6	7	200

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	VERMONT.																		
2196	Bakersfield	Brigham Academy	Chas. H. Morrill	2	2	8	12	0	0	0	0	5	7	52	43	0	2	0	500
2197	Barre	Spaulding Graded School	O. D. Mathewson	1	2	11	16	0	0	----	----	----	----	321	396	0	0	6	300
2198	Barton	Barton Academy and Graded School.	C. H. Willey	1	----	15	20	----	----	----	2	----	----	77	81	----	6	----	150
2199	Barton Landing	Graded High School (dept.)	Helen F. Slade	----	1	15	20	0	0	4	2	----	----	40	60	2	2	4	100
2200	Bennington	High School	Helen O. Rogers	2	3	30	40	0	0	4	6	10	----	250	275	2	7	2	250
2201	Bethel	Whitcomb High School	J. H. Blaisdell	1	0	5	20	----	----	1	0	3	5	25	0	3	5	----	300
2202	Brattleboro	High School	James D. Home	1	4	58	68	0	0	3	8	3	2	0	0	9	14	5	100
2203	Burlington	....do	S. W. Landon	2	5	126	124	1	2	29	2	36	12	----	----	18	33	42	----
2204	Chester	Central High School	Miss Emma C. Sargent and John C. Sanborn, jr.	1	1	8	20	0	0	0	0	0	0	10	23	2	6	----	200
2205	Danville	Phillips Academy	Mary L. Martin	0	1	4	3	0	0	0	0	0	0	14	15	0	0	0	8
2206	Essex Junction	Graded School	Julia Bell Jackman	----	1	10	25	----	----	----	----	----	----	15	20	----	----	----	20
2207	Fair Haven	West High School	G. W. Kennedy	1	1	32	48	0	0	0	0	2	4	----	----	1	7	0	115
2208	Hardwick	Academy and Graded School	Geo. H. McNair	1	1	9	10	0	0	3	----	2	1	91	105	8	13	2	100
2209	Hinesburg	High School	L. E. Pattridge	1	0	3	2	0	0	6	0	0	0	15	22	0	0	0	15
2210	Hyde Park	Lamoille Central Academy	F. D. Farr	1	----	10	10	0	0	3	2	0	0	35	23	----	2	2	----
2211	Island Pond	High School	W. D. Parsons	1	0	11	22	0	0	0	0	0	0	64	63	2	0	0	50
2212	Lyndon	Academy and Graded School	Farley J. Withington	1	----	12	15	0	0	0	0	0	0	30	35	0	0	0	100
2213	Montpelier	High School	S. J. Blanpied	1	4	35	38	----	1	4	8	----	----	0	0	1	5	5	3,200
2214	Morrisville	People's Academy and Graded School.	W. A. Beebe	1	1	68	77	0	0	5	1	8	6	120	113	3	10	9	600
2215	Newport	Academy	W. R. P. Emerson	----	1	11	13	0	0	11	13	----	----	10	11	0	0	3	14
2216	North Bennington	High School	H. Dressel, jr	1	1	17	20	0	0	----	----	4	7	88	100	3	6	4	----
2217	Northfield	....do	Isaac P. Booth	1	2	36	39	0	0	4	8	3	0	111	116	4	7	4	330
2218	Poultney	....do	L. H. Ross	1	----	3	8	0	0	0	0	0	0	6	7	0	0	0	25
2219	Proctor	....do	Frank P. Davison	1	0	12	18	0	0	1	0	0	0	----	----	2	3	0	30

2220	Quechee	do	Percy Bartlett	1	0	6	23	0	0	0	0	0	0	7	1	1	1	0	.....
2221	Richford	do	A. S. Burnham	1	1	23	41	0	0	4	0	0	0	0	0	1	3	0	.....
2222	St. Albans	Academy	F. H. Dewart	2	5	78	102	0	0	5	4	1	0	0	0	11	19	10	250
2223	Swanton	High School	Frank K. Grans	1	1	20	16	0	0	3	1	.....	.....	15	24	5	7	6	200
2224	West Randolph	do	N. J. Whitehill	1	2	60	58	0	0	12	5	.....	.....	140	137	10	9	2	300
2225	West Rutland	Graded School (Dist. 21)	Z. C. Hinds	1	....	4	5	0	1	.....	.....	.....	.....	146	174	0	2	0	25
2226	White River Junction.	High School	Geo. A. Bushee	1	1	20	33	0	0	2	3	1	0	87	8	3	2	3	79
2227	Windsor	do	Guy George	....	5	38	36	.....	.....	2	.....	.....	.....	.....	.....	2	4	.....	.....
2228	Winooski	High School (dept.)	Henry Conlin	1	1	11	14	.....	.....	0	0	4	5	.....	.....	.....	.....	.....	180
	VIRGINIA.																		
2229	Abingdon	Cave City Graded School, No. 1.	Julius T. Davenport	1	....	5	3	.....	.....	.....	.....	.....	.....	70	102	.....	.....	.....	.....
2230	Adriance	Guinea High School	Chas. W. Crawley	0	1	6	14	0	0	6	9	6	9	9	11	0	0	0	0
2231	Broadway	High School	Thos. J. O'Neill	1	0	9	12	0	0	0	0	0	0	4	1	0	0	0	500
2232	Buchanan	Graded School	Lee A. H. Sullender	1	0	5	9	0	0	4	5	0	0	50	53	0	0	0	0
2233	Danville	High School	W. M. Chalmers	1	1	22	41	0	0	0	0	0	0	0	0	0	3	0	.....
2234	Fairview	do	Parkie Scott	1	1	30	20	0	0	20	25	.....	.....	60	80	0	0	11	.....
2235	Hamilton	Graded School	Russell A. Lynn	0	2	8	14	0	0	2	0	0	0	39	48	2	1	.....	.....
2236	Harrisonburg	High School (dept.)	R. H. Sheppe	2	0	20	35	0	0	4	3	.....	.....	140	135	0	0	0	600
2237	Irwin	Union High School	Edward Kinne	1	0	6	7	0	0	.....	.....	.....	.....	11	11	.....	.....	.....	.....
2238	Lacey Spring	Lacey Spring Academy	J. M. Coffman	1	0	12	16	0	0	.....	.....	.....	.....	15	13	0	0	.....	0
2239	Lawrenceville	Graded School	James A. Riddick	0	1	1	4	0	0	0	0	0	0	37	28	0	0	0	0
2240	Lincoln	High School	T. H. Athey	1	1	15	20	0	0	1	1	0	0	20	21	1	1	2	15
2241	Lynchburg	do	Thos. C. Miller	2	4	62	151	.....	.....	.....	.....	.....	.....	0	0	4	17	4	300
2242	McGaheysville	Oak Hill Academy	C. E. Barglebaugh	1	0	17	16	0	0	1	1	.....	.....	51	57	0	1	1	339
2243	Manchester	High School	Jas. H. Blackwell	2	0	25	28	.....	.....	.....	.....	.....	.....	.....	.....	1	3	0	50
2244	Mount Crawford	Academy	O. C. Hulvey	1	0	13	7	0	0	1	0	0	0	0	0	0	0	0	0
2245	North Danville	High School	F. H. Wheatley	1	....	6	18	.....	.....	.....	.....	.....	.....	160	180	1	6	7	.....
2246	Petersburg	Peabody High School (col'd)	Jas. E. Shields	....	10	12	44	12	44	0	0	0	0	263	421	3	8	2	0
2247	Portsmouth	High School	Willis A. Jenkins	1	1	20	37	0	0	6	10	0	0	0	0	7	9	5	400
2248	Richmond	do	J. P. Thomas	2	19	136	400	0	0	0	0	0	0	46	1	14	58	0	500
2249	Rocky Station	Lee Institute	E. V. Graham	2	0	3	6	0	0	0	2	0	0	44	52	.....	.....	.....	.....
2250	Staunton	High School	W. H. De Bell	3	3	22	69	0	0	1	0	16	50	3	8	2	7	8	500
2251	Waterford	Graded High School	Arthur J. Whisner	1	3	9	15	.....	.....	3	0	.....	.....	71	60	.....	.....	.....	14
2252	Woodstock	Graded School	H. M. Smith	1	....	20	20	.....	.....	5	.....	.....	.....	75	85	.....	.....	.....	.....
	WASHINGTON.																		
2253	Chehalis	High School	J. T. Forrest	2	0	14	26	.....	.....	0	2	.....	.....	275	264	0	4	.....	100
2254	Colfax	do	D. L. Chaney	1	13	20	15	.....	.....	3	4	.....	.....	234	269	.....	.....	.....	150
2255	Dayton	do	Mrs. S. F. Archer	1	2	28	38	0	0	.....	.....	.....	.....	.....	.....	4	4	3	300
2256	New Whatcom	do	Harry Pattison	2	1	31	41	0	0	3	2	0	0	0	0	3	6	5	50
2257	North Yakima	do	W. M. Heiney	1	....	13	13	.....	.....	.....	.....	.....	.....	220	253	.....	.....	.....	85
2258	Olympia	do	Prof. W. H. Beeler	2	2	40	70	.....	.....	.....	.....	.....	.....	.....	.....	2	3	2	50
2259	Port Angeles	High School (dept.)	O. A. Tiffany	2	....	12	13	0	0	0	0	0	0	203	232	0	0	.....	224
2260	Port Townsend	High School	O. B. Grant	2	0	24	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	107
2261	Seattle	Senior Grammar School	Edwin Twitmyer	4	4	108	157	1	0	.....	.....	.....	.....	.....	.....	11	4	5	500
2262	Spokane	High School	J. B. Walker	2	4	45	65	0	0	.....	.....	.....	.....	21	42	7	14	13	.....
2263	Sprague	High School (dept.)	E. F. Elliott	1	....	3	4	.....	.....	.....	.....	.....	.....	144	165	3	4	.....	60
2264	Walla Walla	High School	R. C. Kerr	1	3	28	42	0	1	.....	.....	.....	.....	.....	.....	1	4	4	12

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	WEST VIRGINIA.																		
2265	Huntington	High School	Mrs. Naomi Everett	1	3	12	32	2	1	0	0	.....	.....	908	968	4	11	1	40
2266	Parkersburg	do	F. P. Ames	2	1	36	75	0	0	0	0	0	0	0	0	6	18	1	465
	WISCONSIN.																		
2267	Ahnapee	High School	W. A. Hayes	1	1	20	8	0	0	2	4	0	0	4	6	0	0	0	500
2268	Alma	do	W. A. Schaper	1	....	6	4	0	0	.....	.....	0	0	15	13	6	2	5	450
2269	Appleton	Ryan High School	O. H. Ecke	5	1	20	37	0	0	0	0	3	3	0	0	1	5	1	1,305
2270	Arcadia	Free High School	John I. Jegi	1	1	14	15	0	0	1	0	5	6	17	14	4	8	7	1,100
2271	Argyle	High School	Edward W. Pryor	1	0	12	12	0	0	0	0	2	3	65	70	3	5	4	400
2272	Ashland	do	C. M. Gleason	1	2	14	34	0	0	2	4	5	3	0	0	1	4	4	500
2273	Avoca	do	P. L. Clarke	1	....	1	7	0	0	.....	.....	.....	.....	6	18	....	1	.....	60
2274	Baraboo	do	E. C. Wiswall	1	3	47	90	.....	.....	.....	.....	.....	.....	.....	.....	5	16	6	700
2275	Bayfield	Free High School	Bennett F. Jackson	1	1	7	7	0	0	.....	.....	.....	.....	9	7	0	4	.....	250
2276	Beaver Dam	High School	H. B. Hubbell	1	4	20	25	.....	.....	.....	.....	.....	.....	38	45	2	8	5	200
2277	Beloit	do	A. F. Rote	1	4	41	136	1	0	.....	.....	.....	.....	.....	.....	2	27	10	200
2278	Berlin	do	A. E. Schaub	1	2	38	61	0	0	1	0	0	0	0	0	5	19	1	1,200
2279	Black Earth	do	E. W. Walker, F. F. Wood	1	1	26	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	179
2280	Bloomer	do	D. E. Cameron	1	....	7	10	.....	.....	.....	.....	.....	.....	2	6	....	....	.....	150
2281	Broadhead	do	Frank E. McGovern	1	1	20	45	0	0	4	13	8	15	0	0	4	17	11	170
2282	Burlington	Free High School	C. W. Rittenburg	1	2	28	40	0	0	0	2	2	1	0	0	2	3	2	400
2283	Cadott	do	Elmer Roberts	1	0	4	18	0	0	0	0	0	0	0	0	0	4	1	.....
2284	Cassville	do	J. Chas. Churchill	2	0	13	27	.....	1	.....	.....	.....	.....	92	103	3	5	.....	130
2285	Chilton	High School	John G. Nageler	2	....	29	20	0	0	.....	.....	.....	.....	122	117	5	3	.....	50
2286	Chippewa Falls	do	Clarence M. Boutelle	2	5	26	28	0	0	.....	.....	.....	.....	30	73	4	14	.....	700
2287	Clinton	do	A. S. Simpich	1	1	18	22	.....	.....	.....	.....	.....	.....	72	128	2	4	3	150
2288	Clintonville	do	E. O. Dent	1	0	4	6	0	0	0	2	2	0	9	21	2	4	4	200

2289	Colby	Free High School	E. A. Ketcham	1	...	5	6	0	0	...	...	...	...	8	20	0	0	...	60
2290	Delavan	High School	H. A. Adrian	1	2	35	46	...	...	...	...	...	...	...	...	3	2	5	450
2291	De Pere	do	C. H. Burgess	1	2	21	32	0	0	9	3	2	0	111	129	2	7	...	487
2292	Dodgeville	do	L. L. Clarke	1	2	31	84	0	0	0	0	...	...	214	218	3	8	11	200
2293	East Troy	do	A. H. Fletcher	1	1	30	38	0	0	0	0	0	0	32	37	8	6	...	0
2294	Edgerton	do	F. M. Jack	1	2	11	12	0	0	...	...	...	...	16	21	2	6	...	600
2295	Elkhorn	do	J. T. Edwards	1	2	7	35	...	...	...	...	4	10	30	21	2	5	3	310
2296	Elroy	Free High School	H. B. Lathe	1	1	10	15	0	0	0	0	3	3	14	21	1	4	4	310
2297	Florence	do	E. D. Rounds	1	0	4	3	0	0	1	0	3	2	11	8	4	2	2	8000
2298	Fort Atkinson	High School	D. D. Mayne	1	3	44	70	0	0	13	16	27	31	0	0	7	17	24	1,00
2299	Fort Howard	do	A. W. Burton	1	2	15	52	0	0	...	...	...	...	0	0	2	5	3	100
2300	Friendship	do	H. D. Keyes	1	...	3	3	0	0	0	0	1	0	14	22	0	0	...	20
2301	Glenbeulah	do	S. P. Maybach	1	0	19	11	0	0	0	0	0	0	...	...	3	1	...	20
2302	Grand Rapids	Howe High School	Wm. H. Luehr	1	1	31	41	...	...	...	...	3	1	180	153	5	2	4	35
2303	Green Bay	High School	Merton C. Andrews	2	2	34	50	0	0	...	...	...	...	1	5	1	8	0	100
2304	Hartford	do	Peter T. Nelson	1	0	13	16	0	0	...	...	...	...	6	6	2	1	0	210
2305	Hazel Green	do	A. C. Finn	1	...	6	7	0	0	...	...	...	...	60	90	...	...	...	23
2306	Highland	do	Geo. W. Lane	1	0	4	6	0	0	0	0	4	0	9	6	3	0	2	200
2307	Hillsboro	Free High School	Albert Hedler	1	3	7	3	...	...	...	...	...	...	11	4	...	2	...	400
2308	Horcon	High School	E. T. Johnson	1	1	30	28	0	0	...	...	10	6	0	0	4	3	3	400
2309	Janesville	do	F. W. Cooley	1	5	80	117	0	0	...	...	...	...	892	877	10	14	24	700
2310	Jefferson	Free High School	Isaac Peterson	1	1	21	30	0	0	0	1	5	6	175	158	3	1	2	500
2311	Juneau	High School	G. McKinley	1	1	17	19	...	...	...	...	...	...	...	...	...	...	...	300
2312	Kewaunee	do	M. McMahon	1	1	22	28	0	0	0	0	1	...	0	0	3	5	1	300
2313	Kiel	do	Gough M. Morrissey	1	1	13	11	0	0	0	0	0	0	79	76	0	0	0	169
2314	La Crosse	do	Albert Hardy	2	7	101	155	0	0	2	5	...	...	0	0	7	14	8	491
2315	Lake Geneva	do	A. F. Bartlett	1	2	36	38	0	0	0	0	12	10	...	...	4	3	3	312
2316	Lake Mills	do	H. L. Terry	1	1	7	13	...	...	...	...	...	...	17	19	3	4	7	332
2317	Linden	do	E. E. Sheldon	1	...	10	16	0	0	0	0	5	3	75	80	1	2	0	210
2318	Madison	do	J. H. Hutchinson	3	9	131	208	0	0	...	...	...	...	...	...	14	26	40	250
2319	Manawa	Free High School	G. W. Gehrand	1	0	3	3	0	0	...	...	...	...	13	18	0	0	0	213
2320	Manitowoc	First Ward High School	P. H. Hewitt	1	1	24	23	0	0	0	0	2	1	...	...	2	6	1	300
2321	Marshall	Medina Free High School	Wm. Towee	1	1	4	8	0	0	...	...	...	...	11	31	2	2	0	228
2322	Manston	High School	W. L. Morrison	1	...	6	7	0	0	...	...	...	...	28	41	3	2	5	150
2323	Mazo Manie	Free High School	R. F. Skiff	1	1	5	14	0	0	...	...	...	...	18	26	1	7	1	60
2324	Menasha	High School	F. W. Buchholz	1	0	8	10	0	0	0	0	2	0	10	18	0	5	0	800
2325	Merrill	do	Anna E. Anderson	0	1	6	14	...	...	...	...	...	...	9	23	0	5	...	...
2326	Middleton	Free High School	C. F. Hardy	1	0	4	1	0	0	0	0	...	...	10	7	2	1	2	...
2327	Milton Junction	High School	J. B. Borden	1	...	15	20	...	...	...	...	4	7	...	...	...	6	2	...
2328	Milwaukee	do	A. J. Rogers	8	12	316	409	0	0	40	60	70	80	...	...	35	61	...	1,980
2329	Mineral Point	Free High School	A. R. Jolley	3	1	27	58	...	...	...	...	...	...	13	20	2	12	...	300
2330	Monroe	do	J. A. Mitchell, A. M	2	1	50	63	0	0	...	...	20	23	0	0	6	12	8	2, 800
2331	Montello	High School	Edwin S. Perkins	...	1	2	3	0	0	0	0	0	0	23	26	2	...	...	192
2332	Necedah	Free High School	Wm. F. Sell	1	1	9	20	0	0	0	0	1	0	7	8	2	3	1	300
2333	Neenah	High School	Geo. S. Parker	1	2	25	59	0	0	3	5	2	2	0	0	3	4	2	150
2334	Neillsville	do	Edward B. Oakley	1	1	15	38	0	0	0	0	0	0	13	18	3	9	2	112
2335	New Lisbon	Free High School	Geo. Henry Landgraf	1	1	25	27	...	...	...	...	...	...	...	...	2	2	1	600
2336	New London	High School	J. C. Freehof	1	1	19	25	...	...	...	...	...	...	...	...	2	5	2	500
2337	Oconto	do	Elmer E. Carr	2	0	10	24	0	0	0	0	0	0	2	24	0	6	0	500
2338	Omro	do	F. H. Miller	1	1	40	54	...	...	...	...	...	...	10	12	1	3	...	700
2339	Oshkosh	do	Rufus H. Halsey	3	4	87	99	0	2	5	6	6	7	58	83	4	6	5	800
2340	Pepin	do	G. E. Pratt	1	0	10	14	0	0	...	...	...	...	5	12	1	2	...	...

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	WISCONSIN—cont'd.																		
2341	Pewaukee	Free High School	B. L. Bohn	1	1	7	5	0	0	.....	.....	.....	.....	16	19	1	2	.....	.....
2342	Platteville	....do	Chas. M. Fox	1	1	17	18	0	0	.....	.....	.....	.....	341	299	1	4	.....	.....
2343	Plymouth	....do	O. Gaffron	1	1	20	18	.....	.....	.....	.....	2	2	6	10	4	5	4	150
2344	Port Washington	High School	Max Staehle	1	0	22	21	0	0	0	0	0	0	95	60	1	2	0	200
2345	Potosi	....do	W. P. Colburn	1	1	2	11	0	0	.....	.....	.....	.....	63	104	2	8	3	6
2346	Poynette	....do	A. M. Locker	1	1	2	6	.....	.....	.....	.....	1	4	68	78	2	5	5	476
2347	Prairie du Chien	....do	—— Kraege	1	1	10	12	0	0	1	2	7	8	21	21	5	7	.....	700
2348	Prairie du Sac	....do	John F. Bergen	1	1	20	35	0	0	1	1	0	0	61	52	0	2	2	125
2349	Prescott	....do	James Goldsworthy	1	1	23	37	0	0	.....	.....	.....	.....	.....	.....	1	9	.....	558
2350	Racine	....do	A. J. Volland	2	3	70	102	0	0	0	0	0	0	0	0	5	12	9	1,100
2351	Reedsburg	Free High School	Allen B. West	1	1	25	47	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	400
2352	Richland Center	....do	Theo. H. Haney	1	2	44	68	.....	.....	.....	.....	.....	.....	190	330	10	10	.....	200
2353	Ripon	....do	M. A. Hester	1	1	29	36	0	0	0	0	1	1	0	0	3	8	2	500
2354	River Falls	High School	Andrew A. Love	0	6	6	2	0	0	.....	.....	.....	.....	134	195	2	2	4	650
2355	Sauk City	....do	John S. Roeseler	1	1	35	14	0	0	0	0	0	0	0	0	3	4	3	650
2356	Sextonville	....do	J. B. Logue	1	1	5	5	.....	.....	.....	.....	.....	.....	51	35	4	2	.....	50
2357	Sharon	....do	J. G. Skeels	1	1	15	25	.....	.....	.....	.....	4	6	70	70	0	4	.....	200
2358	Shawano	....do	W. H. Hickok	1	....	10	15	0	1	1	0	2	3	7	17	1	4	2	500
2359	Sheboygan	....do	J. E. Riordan	2	2	26	52	0	0	.....	.....	.....	.....	.....	.....	4	7	.....	3,010
2360	Shullsburg	....do	M. M. Warner	2	0	20	30	0	0	0	0	5	8	.....	.....	3	4	2	325
2361	South Milwaukee	....do	Jos. M. Peppard	1	....	14	17	.....	.....	.....	.....	.....	.....	92	102	3	4	4	76
2362	Sparta	....do	J. W. Livingston	1	3	26	52	0	0	4	20	37	7	50	59	12	13	23	150
2363	Spring Green	....do	J. D. Rouse	1	2	35	45	0	0	0	1	3	0	4	9	5	8	4	89
2364	Steven's Point	Free High School	Henry A. Simonds	1	3	34	87	0	0	2	0	0	0	709	622	4	6	2	2,950
2365	Stoughton	....do	Alex. Corstvet	1	1	32	41	.....	.....	1	4	.....	.....	.....	.....	2	4	.....	200
2366	Sturgeon Bay	High School	E. E. Beckwith	1	2	21	19	0	0	0	0	1	0	7	12	2	3	1	700
2367	Sun Prairie	Free High School	James Melville	1	1	2	18	0	0	0	0	.....	.....	9	9	1	4	.....	86

2368	Tomah	High School	G. W. Reigle	1	2	36	51	0	0	1	5	8	15	0	0	5	6	6	675
2369	Two Rivers	do	A. W. Dassler	1	1	10	18							265	240	5	1		377
2370	Unity	do	H. H. Moe	1	0	5	3	0	0	0	0	0	0	69	80	0	1		
2371	Viroqua	do	Taylor Frye	1	4	39	104									3	5		175
2372	Walworth	do	W. J. Severance	1	0	22	18	0	0	0	2			22	30	1	2	1	100
2373	Waterloo	do	J. G. Adams	2	0	22	24	0	0			1	0	100	105	1	5	1	200
2374	Waupaca	do	F. A. Lowell	1	3	40	65			3	7					4		2	250
2375	Waupun	North Ward High School	H. C. Curtis	1	1	20	27										4		221
2376	do	South Ward High School	F. C. Howard	1	0	9	12	0	0					52	55	4	6		299
2377	Wausau	High School	Karl Mathie	2	1	28	67	0	0	1	2	2	1			2	7	3	500
2378	West Bend	do	L. E. Amidon	1	1	59	46	0	0	3	3	1	0	0	0	5	5		414
2379	West De Pere	do	A. B. Dunlap	1	1	17	24	0	0					0	0				875
2380	Westfield	do	D. F. Burnham	1	0	12	15	0	0	0	0	3	4	5	10	3	6	7	122
2381	West Salem	do	D. O. Kinsman	1	0	14	27	0	0	0	0	1	3	0	0	2	6	4	250
2382	Weyauwega	do	Oliver M. Salisbury	1	1	21	35	0	0	0	0	0	0	105	81	2	7	1	150
2383	White Water	Union High School	E. W. Walker	1	4	60	50			10	8	8	6			3	6	6	1,200
2384	Wonewoc	High School	T. C. Morrow and T. S. Smith.	1	1	20	32	0	0	0	0	0	0	97	95	0	0	0	110
	WYOMING.																		
2385	Cheyenne	High School	Carrie A. Barnes	1	3	45	37							534	527	1	7		1,200
2386	Rawlins	High School (dept.)	I. C. Adams	1		18	19	0	0			3	4	154	142	0	0		600

PUBLIC HIGH SCHOOLS REPORTED IN 1891-92, BUT FAILING TO REPORT IN 1892-93.

	ARIZONA.																	
2387	Prescott	High School	L. W. Taylor	1	1	10	10			0	0	4	8	132	128	4	3	0	150
	ARKANSAS.																	
2388	Benton	High School	J. A. Kimbrough	1	2	12	18	0	0	0	0	0	0	190	199				0
2389	Haynes	Haynes School	Chas. E. Anderson	1	0	5	5	0	0	2	3	0	0	20	20	0	0	0	0
2390	Little Rock	Peabody High School	R. H. Parham	1	2	30	77	0	0					385	448	4	21		
2391	Washington	High School	W. F. Lee	0	2	30	43	0	0	10	7			26	34	12	4	6	
	CALIFORNIA.																		
2392	Petaluma	High School	Chas. C. Swafford	1	1	32	34			2	2	10	12			5	11	16	160
2393	Riverside	do	H. A. Bancroft	1	6	61	58	0	0	3	4	30	21	0	0	6	3	9	389
2394	Tulare	do	H. Clay Faber	1	2	19	20					4	0	292	280				150
2395	Watsonville	do	L. W. Cushman	1	2	28	48	0	0							4	8		500
	COLORADO.																		
2396	Boulder	High School	C. M. Kingley	2	1	20	33	0	0							0	0	0	376
2397	Colorado City	Bancroft School	M. Stella Diltz	0	1	4	9	1	0	0	0	3	2	197	249	5	5	9	300
2398	Denver	High School (Dist. No. 1)	Wm. H. Smiley	12	9	311	428	0	6	74	22	8	20	0	0	38	63	50	900
2399	Gunnison	High School	E. D. Graben	1	0	10	12	0	0	0	0	1	1	12	17	1	5	2	134

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	CONNECTICUT.																		
2400	Ansonia	High School	Wm. H. Angleton	2	2	30	40	.....	1	14	20	8	.....	230	270	4	6	8	2,000
2401	New Milford	Center High School	F. N. Hanchett	1	3	5	21	0	3	.....	.....	.....	.....	6	11	1	5	11	506
2402	Norwalk	High School	C. A. Tucker	1	1	6	5	.....	.....	0	0	5	4	161	155	3	2	0	300
2403	Putnam	do	F. E. Burnette	2	1	.....	.....	0	0	10	2	5	0	.....	.....	2	0	0	400
2404	Waterbury	do	E. O. Hovey, Ph. D	4	3	97	84	0	0	22	0	6	1	18	24	5	17	4	300
	DELAWARE.																		
2405	South Milford	High School	Sherman E. Bishop	2	0	11	30	.....	.....	.....	.....	1	5	98	135	.....	.....	.....	.....
2406	Wilmington	High School (girls)	Mary Miller	0	6	0	192	0	0	.....	.....	.....	.....	.....	.....	0	27	0	.....
	FLORIDA.																		
2407	Dade City	Graded and High School	A. E. Booth	2	1	10	15	0	0	5	7	0	0	50	75	2	3	5	.....
2408	Lady Lake	High School	P. J. Cannichall	0	1	24	23	0	0	0	0	3	7	12	16	2	1	0	.....
2409	Pulatka	High School (colored)	Wm. H. Berry	1	....	8	8	8	8	4	0	0	0	118	152	.....	.....	1	260
2410	Quincy	High School	E. C. Love	1	1	7	9	0	0	3	4	0	0	39	21	4	3	5	.....
2411	Sanford	do	W. B. Lynch	1	....	3	15	0	0	.....	.....	.....	.....	3	15	1	....	1	.....
2412	Tampa	High School (dept.)	Berry C. Graham	2	2	15	20	0	0	.....	.....	.....	.....	160	150	1	1	.....	150
	GEORGIA.																		
2413	Austell	Austell High School	N. A. Fessenden	1	1	48	62	0	0	2	1	.....	.....	28	24	0	0	0	.....
2414	Cedartown	High School	H. S. Sewell	0	7	40	25	0	0	8	5	1	0	130	220	5	2	6	200
2415	Centerville	Academy	W. A. Summers	1	1	20	10	0	0	0	0	0	0	25	15	6	8	0	0
2416	Culloden	High School	A. M. Bower, B. S., C. E.	1	1	8	8	0	0	1	2	1	2	38	28	0	2	2	0
2417	Dawsonville	do	Geo. B. Wood, A. B	1	....	18	20	0	0	.....	.....	.....	.....	29	28	.....	.....	.....	.....

2418	Doravilie	do	H. C. Strong	1	1			0	0	3	5	0	0	45	40			
2419	Franklin	Collegiate Institute	A. S. Laird	1	1	21	20			8	9	2		25	20	0	0	0	0
2420	Leesburg	High School	Z. B. Rogers	1	2	8	6			6	4			15	15			2	
2421	Marietta	do	J. S. Stewart, jr	2	0	26	24	0	0										200
2422	Midville	do	Jas. A. Carswell	1	0	5	2	0	0					20	20				
2423	Valdosta	Valdosta Institute	E. A. Smith	1	2	28	46			3	4	1		35	26	0	3	2	259
2424	Washington	Male Public School	J. I. Ingram	0	2	22	0	0		4	0			59		0		0	
	ILLINOIS.																		
2425	Aurora	East High School	E. G. Cooley	3	3	61	102	0	1							7	12		600
2426	Avon	High School	H. L. Roberts	1	0	3	11	0	0	0	0	1	0	2	10	1	5	1	300
2427	Braidwood	do	—— Muhlig	1		4	16							12	20				
2428	Chicago	Northwest Division High School.	Franklin P. Fisk	8	4	58	239	1	1					21	98	10	40		350
2429	Cowden	High School	J. A. Reede	1	3	10	24	0	0	0	0	0	0	100	135	1	3	0	20
2430	Davis	High School (dept.)	F. J. Lins	1	0	10	7	0	0	0	0	0	0	74	37	0	0	0	20
2431	Geneva	High School	H. H. Robinson	2	0	16	15			3	4			130	150	4	3	4	800
2432	Jerseyville	do	J. Pike	4	0	100	107	0	0	0	0	0	0	291	290	14	14	0	580
2433	La Salle	do	Emma Werley	1	1	23	59									3	7		700
2434	Lincoln	do	Ambrose M. Miller	1	3	30	60	1		2	1	1	2	570	615	5	11	5	200
2435	Litchfield	do	W. F. Bromfield	1	2	42	59	1	1	11	19	14	3	4	17		5		200
2436	Loda	do	I. H. Yoder	1	1	23	35	0	0					0	0	0	0	0	52
2437	Marseilles	do	J. P. Yoder	1	1	13	17	0	0	1	0	1	0	9	20	0	0	0	100
2438	Morrison	High School (dept.)	M. F. Miller	1	2	24	54									2	6	4	281
2439	Nashville	High School	Robt. Pence	2	0	12	28	0	0					0	0	2	6		
2440	Polo	do	Julia Waterbury	1	2	21	41	0	0					141	170	2	10	2	
2441	Shannon	do	Thos. N. Fleming	1		20	27									0	0	0	159
2442	Tallula	do	J. R. Boulware	1		12	23	0	0	1	3	6	12				4	4	250
2443	Turner	do	M. Madison	1	0	5	10	0	0	0	0	0	0	149	157				400
	INDIANA.																		
2444	Bristol	High School	J. B. Woodworth	2	0	28	20	0	0			28	20			2	2	4	60
2445	Butler	do	Geo. W. Dustin	2	0	25	36	0	0	0	0	5	4	0	0	5	7	9	50
2446	Corydon	do	E. S. Hallett	1	1	15	17	0	0	10	10	2	0	0	0	2	7	5	500
2447	Crown Point	do	Elizabeth L. Horney	1	2	20	32	0	0	0	0	0	0	0	0	2	0		600
2448	Danville	do	Henry J. Shafer	1	1	18	28	0	1	3	4	2	3	198	204	6	4	10	100
2449	Elkhart	do	Z. B. Leonard	1	3	51	106	0	0	2	1	3	2	0	0	5	10	5	2,000
2450	Evansville	do	Robt. Spear	4	9	164	173	0	0	17	6	8	0	0	0	14	17	10	406
2451	Jamestown	do	O. B. Hultz	1	0	5	1	0	0	0	0			3	7	0	0	0	
2452	Lagrange	do	Paul M. Miller	2	1	63	60	0	0	0	0	4	2	174	177				400
2453	Oakland	do	Mrs. Ella C. Wheatley	1	1	13	21		1										
2454	Rochester	do	Miss Emma Butler	0	2	19	34	0	0					4	16	2	5		
2455	South Bend	do	E. F. Lohr	2	4	84	131	1		26	20	20	10			12	17	22	1,300
2456	Terre Haute	do	A. L. Wyeth	4	12	221	289	3	8							10	41		500
2457	Worthington	do	J. V. Zartmann	1	1	24	39			1	2			145	175	3	6	3	300
	INDIAN TERRITORY.																		
2458	Tallequah	Cherokee National Male Seminary.	J. L. Smith	3		54								90		3			800

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	IOWA.																		
2459	Adair	High School	J. W. Kitch	1	1	21	32	.....	.....	.....	.....	.....	.....	.....	.....	1	3	1	50
2460	Clarinda	....do	Miss Eliza Mitchell	1	1	13	23	0	0	.....	.....	.....	.....	11	46	0	6	.....	5
2461	DesMoines	Forrest Home High School	Louisa Patterson	1	2	40	36	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	50
2462	....do	West Side High School	Herbert T. Kincaid	5	6	106	204	0	0	.....	.....	.....	.....	0	0	5	16	13	875
2463	Eddyville	High School	M. D. Hayes	1	1	29	41	0	0	.....	.....	.....	.....	95	94	2	9	0	240
2464	Grinnell	.....do	Blanche E. Hay	4	3	44	47	1	.....	16	21	.....	.....	28	26	7	7	8	550
2465	Independence	High School (dept.)	Clara M. Travis	2	4	51	70	0	0	12	26	28	44	357	403	6	8	14	210
2466	Keokuk	High School	G. E. Manhall	3	3	46	110	.....	.....	4	3	3	1	0	0	11	25	7	300
2467	Knoxville	.....do	Miss Emma Henderson	1	3	53	59	0	0	.....	.....	.....	.....	302	326	2	7	.....	1,000
2468	Laporte City	.....do	J. F. Knight	6	3	52	75	3	0	.....	.....	5	.....	.....	.....	7	19	9	4,000
2469	LeClaire	.....do	A. E. Baker	1	1	7	13	0	0	2	4	1	3	63	82	2	4	4	40
2470	McGregor	.....do	J. B. Smiley	2	1	20	36	0	0	.....	.....	6	12	105	108	....	3	3	850
2471	Macksburg	.....do	W. H. Hyde	....	2	7	3	.....	.....	.....	.....	.....	.....	8	23	.....	.....	.....	.....
2472	Marengo	.....do	C. H. Carson	1	2	40	60	0	0	.....	.....	.....	.....	.....	.....	4	11	.....	200
2473	Mason City	.....do	Wm. Wilcox	3	2	45	90	.....	.....	.....	.....	.....	.....	305	610	3	7	4	250
2474	Mount Ayr	.....do	J. W. Wilkerson	0	6	30	54	0	0	.....	.....	4	8	170	190	2	8	10	300
2475	New Hampton	.....do	F. B. Strike	2	0	30	39	0	0	0	0	0	0	180	210	5	5	0	400
2476	Oelwein	.....do	F. S. Watson	1	0	21	43	0	0	.....	.....	.....	.....	112	102	.....	.....	.....	50
2477	Ouawa	.....do	F. E. Lark	1	2	22	25	0	0	.....	.....	.....	.....	14	20	3	7	.....	.....
2478	Osceola	.....do	I. N. Beard	2	1	20	40	1	1	.....	.....	.....	.....	250	350	2	9	.....	.....
2479	Ottumwa	.....do	F. C. Wixom	1	3	45	90	1	.....	.....	.....	.....	.....	.....	.....	3	18	5	1,000
2480	Oxford Junction	.....do	A. Palmer	....	1	18	10	.....	.....	.....	.....	.....	.....	18	10	....	3	1	100
2481	Perry	.....do	Minnie Moore	2	3	47	79	0	0	3	10	.....	.....	408	448	3	7	10	434
2482	Sheldon	.....do	W. S. Wilson	1	1	17	39	0	0	1	1	5	0	187	199	....	3	0	.....
2483	Stuart	.....do	Miss Jean Goldsberry	1	3	34	46	0	0	2	3	0	1	15	20	4	6	6	400
2484	Traer	.....do	Edw. H. Griffin	1	1	40	42	0	0	.....	.....	.....	.....	0	0	6	11	17	400

2485	Union	do	E. A. Comer	1	1	12	18	0	0	2	3	10	15	57	63	0	0	0	175
2486	West Liberty	do	J. M. Williams	1	2	33	49	0	0					149	114	7	10		300
	KANSAS.																		
2487	Anthony	do	Miss Hattie Hills	1	1	16	20			0	0	0	0			6	3	0	200
2488	Ashland	do	W. L. Cowden	1		15	23							62	73				50
2489	Coldwater	do	Jno. Curran	1	3	25	17	7	5					60	80	1	2	4	100
2490	Florence	do	Bertie C. Hastings	1	0	15	16	1	0							0	0	0	100
2491	Fredonia	do	J. C. Gray	1	1	14	24	0	0	3	5			240	260	0	0	0	200
2492	Hiawatha	do	F. C. Perkins	1	3	26	62	0	0					367	330	6	14		150
2493	Junction City	do	S. V. Mallory			1	1	1	1					14	24	4	9		800
2494	Russell	do	L. A. Parke	1	0	10	14	0	1	0	0	10	15	8	11	2	9		6
2495	Strong City	do	D. J. White	1	0	16	14	3	1	0	0	0	0	90	97	1	0	1	100
2496	Waterville	do	D. A. Chapman	1		6	5	0	0			2	3	4	9	0	4		200
2497	Wellington	do	H. F. McBear	3	0	28	62	0	2					0	0	0	0	0	700
	KENTUCKY.																		
2498	Crab Orchard	Academy	W. S. Burch	1	1	11	8							33	26				
2499	Danville	High School	Miss Smith											67	93				
2500	Elizabethtown	do	W. F. Pate	1	0	14	22			6	8	2	0	0	0	0	2	0	0
2501	Hyden	do	Jas. H. Burton	1	0	13	11	0	0	1	0			51	47	0	0	0	
2502	Lamasco	Academy	J. J. Nall	1		16	20			4				15	10	0	0	0	0
2503	Monroe	Institute	J. A. Howard	2		56	31			9		13	7	21	18				
2504	Owensboro	High School	W. C. Warfield	2	2	27	69	0	0	3	1	8	14	0	0				1,561
2505	Shelbyville	do	B. P. Tevis	1	3	20	25	0	0			0	0	55	65	10	6	16	
2506	Versailles	do	Jno. L. Patterson	2	3	30	20	0	0					57	52				
	LOUISIANA.																		
2507	Sugartown	do	S. J. Iles	1	1	15	14	0	0	0	0	0	0	30	34				
	MAINE.																		
2508	Biddeford	do	Jno. P. Marston	3	1	48	81	0	0	12	3	3	4	0	0	9	27	4	2,500
2509	Caribou	do	W. S. Knowlton	1	2	69	90			10	6	10	12			2	7	0	
2510	China	do	N. A. Webb	2	0	12	15	0	0	3	4	1	0	8	7				
2511	Corinna	Union Academy	Chas. F. Smith	2	0	28	32	0	0	4	0	2	0	0	0	2	1	1	
2512	Danforth	High School	R. D. McKeen	1		4	7							31	31				15
2513	East Exeter	do	J. W. Butler	1		13	13	0	0							4	4		
2514	Monson	do	C. E. B. Libby	1	1	23	30	0	0	8	6			0	0	1	8	3	300
2515	Mount Desert	do	E. A. Langley, supt	1		12	11							10	14				
2516	North Anson	do	F. G. Manson	1	2	41	29			1	2	1	0	4	8	2	5	2	500
2517	North Berwick	do	W. S. Dunn	1	1	26	22	0	0	3	1			0	0				
2518	Phillips	do	Chas. S. F. Whitcomb	1	1	11	13			3	2			64	57				
2519	Searsport	do	C. A. Snell	1	1	20	14									0	4	0	
2520	South Norridgewock	do	Geo. W. Earle	1	1	25	35	0	0	0	0	0	0	0	0	0	0	0	100
2521	Steuben	do	David Fletcher	1		10	12	0	0	0	0	0	0	4	8	0	0	0	
2522	Tremont	do	W. W. Ride and W. W. A. Heath.	2	0	30	50	0	0	0	0	0	0			0	0	0	
2523	Vinalhaven	do	Chas. E. Perkins	1	1	33	42	0	0	0	0	0	0	0	0		4		250

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	IOWA—Continued.																		
2524	Washington	High School	T. S. Bowden	....	1	15	12	0	0	.....	.....	.....	.....	6	5	....	6	.....	150
2525	Wayne	do	C. W. Crosby, reporting officer.	....	....	.....	.....	0	0	.....	.....	.....	.....	.....	.....	....	....	.....	.....
2526	Windham	do	F. Swan	1	1	24	26	0	0	1	.....	.....	.....	0	0	....	....	.....	0
	MARYLAND.																		
2527	Berlin	High School (Buckingham)	W. L. Carey	0	4	90	95	90	95	.....	.....	3	4	25	30	3	4	7	.....
2528	Crisfield	High School	Fred Sterling	1	....	17	22	0	0	.....	.....	.....	.....	118	121	0	0	0	4
2529	Hagerstown	High School (female)	Amon Burges	2	1	0	51	.....	.....	.....	10	.....	6	210	230	....	6	.....	75
2530	Princess Anne	High School	R. K. Wimbrough	2	0	28	41	.....	.....	.....	.....	.....	.....	40	42	....	....	5	.....
2531	Upper Fairmount	do	E. C. Wimbrough	1	0	24	25	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	.....
	MASSACHUSETTS.																		
2532	Arlington	do	A. G. Fisher	1	3	35	40	0	0	12	6	2	0	0	0	5	5	6	1,000
2533	Belmont	do	Henry H. Butler	1	1	21	31	0	0	0	0	0	0	0	0	1	6	0	12
2534	Central Village	do	Chas. H. Murdock	1	0	21	14	0	0	0	0	0	0	0	0	0	0	0	0
2535	Chicopee	do	Wm. C. Whiting	1	3	54	66	.....	.....	3	18	8	4	.....	.....	1	10	4	500
2536	Danvers	do	E. Jay Power	1	2	40	69	0	0	8	6	4	3	.....	.....	12	13	6	.....
2537	Dudley	do	Alfred G. Collins	2	3	17	15	0	0	1	3	12	11	.....	.....	2	1	2	2,140
2538	Hanover	do	W. G. Park	1	1	8	12	0	0	0	0	0	0	21	25	1	1	0	.....
2539	Holbrook	do	H. H. Tucker	2	2	20	33	0	0	2	8	4	6	0	0	0	0	0	20
2540	Mattapoisett	Bartow High School	Myra L. Chatterton	0	1	6	15	0	0	0	0	0	0	0	0	0	2	0	20
2541	Merrimac	High School	L. W. Craig	1	1	18	42	0	0	0	0	0	0	0	0	1	5	0	0
2542	Northampton	Center High School	C. B. Roote	2	3	25	79	0	0	18	46	12	0	0	0	5	11	9	150
2543	North Dennis	North High School	D. M. Nickerson	1	0	16	17	0	0	.....	.....	.....	.....	0	0	....	....	.....	20

2544	North Reading	High School	Geo. F. Adams	1	....	9	9	0	0	0	0	0	0	8	8	6	4	0	0
2545	Norwell	do	A. O. Burke	1	0	2	13	0	0	0	0	1	0	3	9	1	6	0	25
2546	Norwood	do	Wm. G. Goldsmith	1	1	28	26	0	0	3	6	10	4	0	0	2	4	3	100
2547	Quincy	do	F. A. Tupper	4	1	50	150	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2548	Salem	Classical High School	A. L. Goodrich	4	7	147	168	0	1	51	17	10	0	0	0	22	27	4	1,322
2549	South Weymouth	High School	E. R. Downs	1	2	31	62	0	0	2	6	0	0	.....	.....	8	9	2	1,100
2550	Spencer	do	E. S. Terrell, jr	1	2	39	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2551	Sterling	do	Chas. H. Sibley	1	1	22	18	0	0	0	0	4	2	0	0	2	4	2	140
2552	Wayland	Grammar High School	F. E. Emrica, jr	1	0	4	16	0	0	0	0	0	0	9	6	0	3	0	0
2553	Whitman	High School	H. E. Henderson	1	4	50	60	0	0	5	6	5	2	0	0	5	10	4	1,600
2554	Worcester	do	Jno. G. Wight	11	17	355	448	2	2	18	4	7	3	.....	.....	58	64	26	2,800
2555	Wrentham	do	E. J. Whitaker	1	....	10	25	0	0	1	1	0	0	0	0	2	1	2	20
	MICHIGAN.																		
2556	Alpena	High School	Geo. A. Hunt	3	2	45	89	0	0	.....	.....	.....	.....	799	840	2	13	15	2,020
2557	Byron	do	F. C. C. Lamblin	2	0	40	38	.....	.....	.....	.....	.....	.....	52	49	.....	.....	.....	20
2558	Charlotte	do	Eugene C. Peirce	1	4	62	76	0	0	.....	.....	.....	.....	468	482	1	7	4	819
2559	Clear Spring	do	Jno. B. Houser	1	2	4	15	.....	.....	2	1	.....	.....	46	35	1	2	2	0
2560	Covert	do	Gail Finch	0	3	32	48	0	2	.....	.....	.....	.....	40	60	1	3	0	0
2561	Durand	do	Seth B. Terry	....	3	25	10	.....	.....	.....	.....	.....	.....	70	60	0	0	0	11
2562	East Saginaw	do	E. C. Goddard	5	7	121	201	2	0	.....	.....	.....	.....	0	0	13	22	10	700
2563	Edmore	do	A. N. Demoray	1	1	14	28	0	0	0	0	0	0	68	87	3	5	.....	50
2564	Flint	do	W. G. Cook	1	7	143	199	0	2	0	2	12	8	1,098	1,133	10	21	22	.....
2565	Galesburg	do	W. E. Conkling	1	....	32	42	.....	.....	.....	.....	.....	.....	68	72	2	7	.....	300
2566	Grand Ledge	do	Glen C. Lawrence	1	0	11	29	0	0	0	0	0	0	120	112	1	3	.....	260
2567	Hartford	Union High School	W. V. Sage	1	1	5	8	0	0	0	0	0	0	169	139	9	2	.....	35
2568	Horton	Graded High School	Frank W. Wheaton	1	....	14	18	0	0	0	0	0	0	24	26	2	2	0	25
2569	Iron Mountain	High School	Flora Wilbur	1	2	12	29	0	0	1	0	.....	.....	.....	.....	.....	.....	.....	1,700
2570	Jackson	High School (No. 1)	D. C. Pierce	2	5	83	165	.....	.....	10	18	27	35	931	918	11	25	15	1,700
2571	do	High School (No. 17)	Zada Wilson	0	0	1	3	0	0	1	0	5	3	76	27	1	9	4	500
2572	L'Anse	High School	C. E. Tuck	1	1	11	12	0	0	.....	.....	.....	.....	13	11	4	5	9	500
2573	Manchester	Union High School	Chas. L. Blodgett	1	1	17	18	0	0	1	.....	1	.....	142	131	1	1	1	120
2574	Marshall	High School	V. J. Obenauer	1	2	14	40	.....	1	3	.....	3	1	14	10	2	6	2	.....
2575	Montague	do	Wm. R. Moss	1	7	22	27	.....	1	.....	.....	.....	.....	120	143	4	1	.....	155
2576	Oxford	do	H. S. Elliott	0	4	25	35	0	0	.....	.....	.....	.....	92	114	2	8	7	400
2577	Port Hope	do	Christine Winterbottom	0	1	5	4	0	0	.....	.....	.....	.....	.....	.....	4	0	.....	38
2578	Reed City	do	J. H. Kaye, A. B	1	1	15	35	.....	.....	.....	.....	4	11	210	240	2	1	3	100
2579	Shelby	do	J. H. Hetley	1	1	10	22	0	0	2	3	3	5	14	15	.....	.....	4	37
2580	Vermontville	do	F. D. Smith	1	1	40	40	0	0	0	0	9	12	8	11	1	2	3	300
2581	Wyandotte	do	M. L. Palmer	1	1	27	33	0	0	.....	.....	.....	.....	188	230	4	6	.....	.....
2582	Yale	do	Calviro J. Thorpe	1	0	20	20	.....	.....	.....	.....	.....	.....	120	140	0	0	0	78
	MINNESOTA.																		
2583	Detroit	High School	B. F. Buck	1	1	8	11	0	0	1	0	6	6	6	19	2	1	2	400
2584	Farmington	do	B. M. Lawrence	1	1	26	26	0	0	.....	.....	21	.....	91	66	4	3	2	.....
2585	Fulda	do	A. W. Tierney	....	....	35	26	.....	.....	.....	.....	.....	.....	29	50	0	0	0	0
2586	Howard Lake	do	T. W. Stout	1	1	8	12	.....	.....	.....	.....	.....	4	8	9	....	1	1	139
2587	Lake Crystal	do	D. C. Cagwin	1	4	.....	9	.....	.....	.....	9	.....	.....	9	10	.....	.....	.....	200
2588	Luverne	do	Mrs. C. H. Roberts	1	2	15	25	0	0	0	0	.....	.....	223	230	1	3	4	250
2589	Mankato	do	Alice W. Ayers	1	4	45	51	0	0	4	1	10	4	.....	.....	5	7	6	868

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	WISCONSIN—cont'd.																		
2590	Minneapolis	Adams High School	C. M. Jordan	3	8	100	175	.....	2	15	16	.....	.....	450	450	9	18	27	.....
2591	.....do	North Side High School	Jno. M. Greer	0	12	94	153	0	0	3	0	65	110	323	351	9	25	29	.....
2592	New Richland	High School	Chas. W. Wagner	2	3	5	27	.....	.....	.....	.....	.....	.....	70	78	.....	.....	.....	93
2593	Red Wing	.....do	Z. N. Vaughn	2	2	39	60	0	0	3	2	.....	.....	.....	.....	4	4	4	500
2594	St. Paul	Cleveland High School	S. A. Farnsworth	1	2	23	34	0	0	4	10	0	0	350	342	0	0	0	.....
2595	Willmar	High School	Wm. A. Hadley	1	1	25	25	0	0	2	1	1	2	200	175	3	4	6	425
2596	Windom	.....do	P. G. Fulberton	1	1	12	24	.....	.....	.....	.....	9	20	.....	.....	.....	5	4	300
	MISSISSIPPI.																		
2597	Ackerman	High School	F. M. McAlister	2	4	25	60	0	0	10	6	0	0	80	70	24	20	36	200
2598	Clarksdale	Graded High School	J. E. Hopkins, A. M	1	2	25	5	.....	.....	2	1	0	0	30	21	0	0	0	.....
2599	Glenville	Lake View High School	E. T. Kerton	1	1	0	5	0	0	....	3	.....	5	30	22	0	4	.....	.....
2600	Harmontown	Free Springs Academy	T. F. Samuels	1	1	3	4	0	0	0	0	0	0	42	45	0	0	0	0
2601	Hattiesburg	High School	S. H. Shannon	1	2	20	20	.....	.....	6	8	.....	.....	100	75	.....	.....	.....	50
2602	Macon	.....do	A. C. McIntosh	1	1	20	26	0	0	0	2	3	.....	96	104	1	1	2	.....
2603	Philadelphia	.....do	A. I. Parkes	....	....	6	19	6	19	0	0	0	0	19	11	0	0	25	0
	MISSOURI.																		
2604	Cameron	High School	J. D. Wilson, supt	2	1	39	31	0	0	.....	.....	1	.....	291	309	3	0	3	600
2605	Cuba	.....do	B. W. Tink	1	....	16	22	0	0	2	0	0	0	69	102	0	0	0	125
2606	Grant City	.....do	J. T. Aldridge	1	....	15	25	.....	.....	.....	.....	.....	.....	138	142	1	4	.....	300
2607	Lancaster	.....do	J. W. Bingham	4	3	37	60	.....	.....	3	3	9	7	138	140	3	3	6	675
2608	Lathrop	.....do	A. L. McKenzie	2	1	9	17	.....	.....	4	2	5	10	.....	.....	5	2	7	20
2609	Lawson	.....do	W. F. Blankenship	0	2	9	12	.....	.....	0	1	13	17	57	52	0	0	0	100
2610	Mound City	.....do	W. S. Dearmont	1	1	34	37	0	0	0	0	0	0	185	194	2	4	0	364

2611	Odessa	do	James A. Kemper	1	1	26	23	0	0	0	0	11	11	0	0	8	7	15	500
2612	Slater	do	J. M. Bailey	2	2	22	43	0	0	3	7	3	.....	281	304	3	7	10	700
2613	Wheatland	do	Chas. E. Barton	1	1	31	32	0	0	4	7	.....	.....	20	20	1	0	1	50
	MONTANA.																		
2614	Butte City	High School	J. A. Riley	1	4	62	70	0	0	20	30	0	0	1,200	1,300	5	5	10	600
2615	Lewiston	do	J. M. Parrent	0	2	22	20	0	0	8	11	7	9	52	46	4	9	8	.....
	NEBRASKA.																		
2616	Atkinson	High School	Ira Lamb	1	0	5	18	0	0	0	0	0	0	10	16	2	5	0	25
2617	Aurora	do	J. M. Hussey	2	0	35	60	0	0	35	60	.....	.....	302	304	5	5	10	550
2618	Beatrice	do	O. H. Brainard	2	3	47	91	0	1	0	0	.....	.....	0	0	5	20	9	1,050
2619	Bloomington	do	J. H. O. Donoghue	1	1	10	9	.....	.....	.....	.....	.....	.....	104	132	3	1	4	200
2620	Greeley Centre	do	Joseph Sparks	0	3	9	18	0	0	.....	.....	.....	.....	81	96	2	1	2	100
2621	Hastings	do	W. A. Bastian	1	2	49	58	0	0	.....	.....	.....	.....	.....	.....	3	6	.....	250
2622	Kearney	do	Miss M. I. Stewart	3	1	37	51	0	0	.....	.....	.....	.....	0	0	6	16	3	300
2623	Minden	do	W. A. Julian	1	1	35	39	.....	.....	.....	.....	.....	.....	216	215	4	8	.....	175
2624	Pierce	do	F. E. Morrow	1	....	25	10	.....	.....	.....	.....	.....	1	85	115	....	3	.....	85
2625	Plattsmouth	Business College and High School.	W. N. Halsey	3	1	28	41	.....	1	0	0	8	12	0	0	3	6	7	260
2626	South Sioux City	High School	Prof. I. A. Sabine	1	1	18	10	0	0	.....	.....	.....	.....	57	55	0	0	0	0
2627	Stella	do	W. C. Lambert	1	2	39	42	.....	.....	.....	.....	.....	.....	54	47	2	1	0	0
2628	Weeping Water	do	A. H. Waterhouse	1	1	44	37	0	0	3	1	.....	.....	191	209	8	3	.....	200
2629	Wisner	do	C. C. Matter	1	3	20	20	0	0	4	4	.....	.....	100	130	.....	.....	.....	300
	NEVADA.																		
2630	Austin	High School	Wm. M. Greenwell	1	0	20	30	0	0	0	0	0	0	70	90	0	0	0	215
2631	Dayton	do	H. F. Baker	1	0	12	15	0	0	0	0	3	5	7	14	4	6	5	75
2632	Pioche	do	Jno. G. Gwartney	1	....	20	30	.....	.....	1	1	.....	.....	40	45	1	1	.....	.....
2633	Wadsworth	do	Alice L. Cole	0	1	1	1	.....	.....	0	0	0	0	36	60	0	1	.....	.....
	NEW HAMPSHIRE.																		
2634	Ashland	High School	F. A. Clark	1	0	5	10	0	0	0	0	0	0	8	7	.....	.....	0	0
2635	Bethlehem	do	M. D. Barrow	1	1	10	15	0	0	4	0	1	0	25	35	0	5	0	100
2636	Hampstead	do	Wm. D. Rich	1	0	5	6	0	0	0	0	0	0	8	3	1	0	0	25
2637	Milford	do	Geo. W. Woodward	1	2	30	45	0	0	3	3	1	4	0	0	2	9	5	75
2638	Warner	do	Chas. J. Emerson, A. B.	1	1	38	47	0	0	3	0	3	2	0	0	7	7	3	1,100
	NEW JERSEY.																		
2639	Passaic	High School	R. B. Jewett	1	2	34	63	0	0	3	1	.....	.....	0	0	1	9	0	.....
2640	South Amboy	do	W. L. Heineken, A. M.	1	0	14	21	0	0	1	0	0	0	0	0	1	3	1	591
	NEW YORK.																		
2641	Alexander	Union School	W. A. Andrews	1	2	19	32	0	0	.....	.....	.....	.....	21	34	0	0	0	1,090
2642	Brookfield	Academy	L. W. Hoffman	1	2	40	66	0	0	2	2	10	15	.....	.....	2	2	3	1,000
2643	Canton	Academy and Union School	Fred C. Foster	0	7	75	35	0	0	3	5	12	23	150	163	5	11	10	473

TABLE 4.—*Statistics of public high schools*—Continued.

	State and post-office.	Name of institution.	Name of principal.	Secondary instructors.		Students in secondary grades.		Colored students included.		Preparing for college.				Students below secondary grades.		Graduated in class of 1893.		College preparatory students in class of 1893.	Volumes in library.
										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW YORK—cont'd.																		
2644	Chester	Union School	F. M. Wilson	1	2	21	34	1	.....	1	1	2	3	130	110	4	4	1	3,000
2645	Clifton Springs	Public School	Jno. H. Stephens	1	3	40	35	1	0	1	0	.....	.....	135	190	7	11	.....	300
2646	Elizabethtown	Union High School	H. D. Hoffnagle	.....	.....	12	20	0	0	1	0	0	0	51	50	0	0	0	500
2647	Frankfort	Union High School and Academy.	W. F. Moshier	1	2	40	64	0	0	0	0	10	20	103	186	1	5	3	1,200
2648	Little Valley	Union Free School	N. A. Dashing	1	3	11	21	1	1	.....	.....	.....	.....	109	86	.....	.....	.....	200
2649	Lockport	Union School	Edward Hayward	4	4	157	199	.....	.....	6	2	12	6	50	27	8	11	3	595
2650	Lowville	Academy	A. M. Johnson	0	5	25	35	1	0	0	0	0	0	125	140	7	10	0	150
2651	Medina	Free Academy	Henry Peace	1	3	35	71	0	0	3	2	6	0	4	19	4	4	3	.....
2652	New York	East Side Evening High School.	Wilbur F. Hudson	8	16	1,638	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	.....	.....	0
2653	Nyack	Union School	Ira H. Lawton	1	4	32	46	0	0	0	0	10	15	494	433	3	6	7	734
2654	Perry	Free Academy	Mary E. Catton	0	4	30	40	0	0	.....	.....	10	12	130	150	5	6	5	1,200
2655	Plattsburg	High School	H. D. Woodward	2	4	121	91	0	0	21	12	34	29	.....	.....	5	4	28	1,512
2656	Pulaski	Union School and Academy	S. R. Shear	1	2	17	24	0	0	4	1	5	3	19	38	6	2	3	576
2657	Rushville	Union School	Fred W. Fisher	1	1	20	25	0	0	4	6	1	2	43	49	1	2	3	384
2658	Schuylerville	do	W. L. Weeden	1	8	12	13	0	0	0	0	0	0	191	174	1	6	0	696
2659	Sherman	do	I. H. Russell	1	3	50	65	0	0	0	0	5	1	69	59	2	5	1	775
2660	Sidney	High School	Frank W. Gorth	1	2	9	10	0	0	2	1	2	4	172	169	0	0	0	1,000
2661	Valatie	Union Free School	O. B. Sylvester	1	4	17	17	2	2	2	1	0	0	86	83	1	0	0	1,122
2662	Waterville	Union School	A. H. Sage	1	3	80	69	0	0	3	2	15	12	134	141	54	58	2	1,368
2663	Westchester	Union School (No. 3)	Philip O. Ryan	1	.....	4	4	0	1	.....	.....	.....	.....	91	92	3	3	.....	1,450
2664	Wilson	Union School	Thomas E. Lockhart	.....	3	20	25	1	0	.....	.....	.....	.....	75	50	2	2	4	360
2665	Woodhull	Union School and Academy	Alvin Z. Pierce	1	0	18	22	0	0	0	0	0	0	49	71	0	0	0	200
	NORTH CAROLINA.																		
2666	Glover	Mount Pleasant Academy	J. A. Bridges, B. S.	1	0	40	25	.....	.....	4	0	0	0	52	28	0	0	0	0

	OHIO.																	
2667	Alexandria	High School	Chas. F. Winn	1	0	22	19	0	0					47	38	0	0	0	100
2668	Ashley	do	Wm. I. Crane	1	0	15	18	0	0	0	4	0	0	73	78	1	0	1	28
2669	Basil	do	R. B. Bennett	1	0	20	14	0	0	0	0	1	1	73	35	2	2	1	102
2670	Bellbrook	do	W. C. Wilson	1	0	5	6	0	0	0	0	5	6	39	38	5	6	11	250
2671	Bentonville	do	J. D. Darling	1	0	19	18	0	0					50	48	2	2		50
2672	Carlisle	do	J. M. Lane	1	0	2	3	0	0	0	0	2	0	40	49	2	3	0	25
2673	Chatham Center	do	W. R. Tanner		1	15	16							26	18				34
2674	Clyde	do	M. A. Kline	2	1	30	52									4	11		292
2675	Columbus Grove	do	A. L. Belch	2	0	14	27							198	185	1	9		300
2676	Crawfis College	Blanchard Township High School.	Lewis S. Lafferty	3	1	24	38	0	0	2	0	0	0	10	12	0	0		0
2677	Cridersville	High School	G. E. Kelley	1	2	11	18	0	0					69	68				80
2678	Delaware	do	Hannah M. Pierce	1	5	60	90	1	2	40	50	10	10			11	24		1,200
2679	Dennison	do	J. C. Conway	1	1	16	22							276	265				400
2680	Frazeysburg	do	H. R. McVay	1		28	13	0	0					56	72	1			
2681	Freeport	do	B. W. Rowland	1	3			0	0	5	10			10	25	1	7	8	
2682	Gahanna	do	J. E. Holland	1	0	17	6	0	0	2	0	2	0	13	15	0	0		200
2683	Geneva	Normal School	Jas. L. Lasley	3	1	91	96	0	1	12	8			0	0	9	9	10	500
2684	Genoa	High School	W. D. Pepple	1	0	10	10	0	0	0	0	0	0	120	130	0	0	0	100
2685	Hamilton	do	W. P. Cope	2	3	72	125	1	2	0	0	16	5	0	0	8	18	7	550
2686	Hanover	do	F. A. Edwards	1		26	22	0	0					45	40	4	2	0	170
2687	Hayesville	do	D. K. Andrews	1		35	25			1	1					2	3	0	
2688	Hicksville	do	W. E. Bowman	1	1	27	40							245	240	2	5		221
2689	Hubbard	do	L. L. Campbell	1	1	16	19	0	0					14	22	1	1	1	427
2690	Huntsville	do	Asa Martin	1	0	8	12	0	0	0	0	0	0	64	76	1	4	0	65
2691	Jefferson	do	J. E. McKean	3	3	75	85	0	0	2	6					7	9	2	200
2692	Kingsville	do	C. A. Corbin	1	1	30	40			2	3	0	0			5	1	3	
2693	Louisville	do	Frank Jones	1	0	12	10	0	0	0	0	0	0	88	93	0	4	2	0
2694	Middletown	do	B. B. Harlan	1	2	30	60							0	0	3	9		479
2695	Mount Blanchard	do	C. M. Lehr	1	0	19	11	0	0	2	2	3	0	39	56	2	1	3	175
2696	New Straitsville	do	C. L. Williams	1	0	4	11							8	9	4	10		
2697	Orwell	do	F. E. Morrison		2	24	29			0	0	0	0	24	33	0	0	0	100
2698	Roseville	do	Jno. A. Williams	1	0	13	15			3	3	4	4	4		4		4	0
2699	St. Paris	do	L. I. Morse	1	6	25	26	0	0	4	4	0	0	120	130	4	4	8	174
2700	Salem	do	Frank R. Dyer	1	2	52	74		2	24	44					8	10	5	
2701	Shanck	do	W. S. Lynch	1	0	14	18	0	0	5	6	0	0	7	7	2	0	2	
2702	Shawnee	do	M. W. Coultrap	1	1	3	19	0	0					407	476		9		115
2703	Stryker	do	A. B. Stevens	1	4	14	29					1		117	143	3	5	1	100
2704	Warren	do	C. P. Lynch	3	1	50	75	0	0	5	5	10	0			6	5		1,000
2705	Waterville	do	F. B. Pinkerton		2	9	23	0	0	0	0	0	0	62	63	0	0	0	100
2706	Wilmington	do	H. E. Chatterton	3	1	28	34	2	3	8	7	5	3	0	0	11	11	11	200
	OREGON.																		
2707	Jacksonville	High School	C. S. Price	2	1	20	15			4	6			15	15				
2708	Roseburg	do	R. M. Conkling	2	1	20	44			20	44			240	364	4	4	8	400

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	PENNSYLVANIA.																		
2709	Altoona	High School	J. G. Schucker	1	4	40	102	0	0	.....	.....	.....	.....	0	0	1	9	1	0
2710	Ambler	do	A. H. Manderbach	0	1	1	1	6	8	0	0	0	0	92	110	0	0	0	172
2711	Bernville	do	G. F. Bierman	....	2	30	9	0	0	3	.....	.....	2	38	38	1	....	1	200
2712	Butler	do	Jno. A. Gibson	1	2	25	46	0	0	.....	.....	.....	.....	0	0	7	9	.....	400
2713	Catasauqua	do	Thos. W. Bevan	2	11	300	350	1	1	1	.....	2	.....	.....	.....	4	9	2	2,000
2714	Catawissa	do	Jno. F. L. Morris	....	....	29	26	0	0	.....	.....	1	1	0	0	1	2	2	1,052
2715	Chambersburg	Girls' High School	Sara A. Reynolds	0	2	....	75	....	6	.....	.....	.....	9	.....	.....	.....	9	.....	300
2716	Cochranton	High School	W. A. Patton	1	0	17	23	0	0	0	0	0	0	73	75	1	1	2	65
2717	Conneautville	do	E. M. Mixer	1	1	30	22	0	0	1	1	.....	.....	5	3	0	0	0	75
2718	Coopersburg	do	Alvin Rupp	1	....	9	8	0	0	.....	.....	.....	.....	8	6	.....	.....	.....	.....
2719	Dallas	do	F. E. Bush	1	1	30	26	0	0	.....	.....	.....	.....	25	24	.....	.....	.....	48
2720	Dubois	do	C. T. Work	1	1	2	11	0	0	0	0	0	0	5	13	2	5	0	50
2721	Dunmore	do	C. R. Miller	1	1	11	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2722	Elizabeth	do	D. H. Romberger	....	0	0	0	0	0	0	0	0	0	14	18	0	0	0	0
2723	Gettysburg	do	J. D. Hunter	1	....	1	2	0	0	.....	.....	.....	.....	7	11	1	2	.....	.....
2724	Girard	High School (dept.)	Carter W. Trow	1	....	10	13	0	0	0	0	0	0	0	0	3	4	0	50
2725	Greenville	High School	Miss L. W. Mealy	0	2	24	54	.....	.....	.....	.....	.....	.....	6	0	2	15	.....	860
2726	Highspire	do	Cornelius J. Walter	1	0	3	5	0	0	0	0	0	0	9	13	3	5	.....	.....
2727	Hokendauqua	do	M. P. Reagle	1	....	7	16	0	0	.....	.....	.....	.....	75	75	4	8	.....	.....
2728	Honesdale	do	Geo. W. Twitmyer	2	2	45	65	0	0	.....	.....	4	3	335	305	3	5	4	500
2729	Liverpool	do	Edwin Brown	1	....	15	13	0	0	.....	.....	.....	.....	15	10	.....	.....	.....	259
2730	Mercer	do	Emma Loyster	1	1	17	35	0	0	.....	.....	.....	.....	0	0	4	12	.....	.....
2731	Mercersburg	do	W. F. Zumbro	1	1	24	28	1	1	.....	.....	.....	.....	0	0	4	4	.....	150
2732	Nanticoke	do	A. P. Diffendafer	1	1	13	29	.....	.....	2	.....	5	3	.....	.....	2	6	2	206
2733	New Castle	do	James P. White	2	2	53	92	2	2	.....	.....	.....	.....	.....	.....	4	7	.....	.....
2734	Northumberland	do	R. M. Geddes	1	2	18	45	0	0	0	0	0	0	10	17	1	6	0	250
2735	Scranton	do	J. C. Lange	2	1	11	59	0	0	0	0	5	6	0	0	1	13	4	250

2736	Slatington	do	J. J. Savitz	8	3	40	39			3	2			280	270	4	3	12	500
2737	Spartansburg	do	Prof. R. L. Roberts	2	0	28	32	0	0					40	35	4	6		500
2738	Tamaqua	do	J. F. Derr	2	0	16	28	0	0	0	0	0	0	17	17	3	9	0	
2739	Titusville	do	Laetitia M. Wilson	1	10	77	153	0	2	2		5	1	0	0	14	19	8	277
2740	Washington	do	A. G. Braden	1	2	25	29		1					0	0	1	8	4	
2741	Wiconisco	do	C. C. Bashore	1	1	20	15			1	0	2	1	5	12	5	6	5	800
2742	Wilkesbarre	do	T. J. McConnor			60	100												
	RHODE ISLAND.																		
2743	Pawtucket	High School	W. W. Curtis	4	3	78	95	0	0	30	5	8	3	0	0	8	13	10	570
2744	Woonsocket	do	J. W. V. Rich	2	3	61	90	0	0	10	5	0	0	0	0	4	19	8	
	SOUTH CAROLINA.																		
2745	Blacksburg	Institute	A. M. Spessard	1	0	11	15	0	0					119	145				0
2746	Brunson	Graded School	W. V. Lanier	1	1	15	9			3	4			41	38				75
2747	Moffettsville	Generoster School	J. W. Davis	1		10	6			2	1	2	2	14	13			4	
2748	Orangeburg	Graded School	H. G. Sheridan	3	5	54	60			12	9					3	0	3	
2749	Seneca	do	M. S. Stribbling	1	0	8	4	0	0	8	4			77	79				
	SOUTH DAKOTA.																		
2750	De Smet	Graded School	Jno. A. Shannon		3	30	40					2	4	60	70	2	4	6	120
	TENNESSEE.																		
2751	Arlington	High School	T. B. Winston	1	2	25	39							25	36				75
2752	Brazil	do	Jno. C. Wright	2	2	25	35							56	64	4	4	8	
2753	Dumplin	do	W. A. Catlett	2		24	16							60	44				
2754	Fork Vale	Walnut Grove Academy	W. S. Stooksbury	2	1	60	43							35	30	0	0	0	0
2755	Jacky	High School	Jno. R. Doty	1	1	1	10			1	4			39	28			0	0
2756	Nashville	Fogg High School	J. F. Lipscomb	3	5	125	225	0	0	0	0	0	0	0	0	17	44		150
2757	New Middleton	Academy	W. S. Smith	1	1	20	16	0	0	7	0	5	0	25	24	0	0	0	
2758	Troy	Obion College	A. B. Collom	1	0	14	13	0	0					71	86			0	455
	TEXAS.																		
2759	Aledo	High School	James A. Cooley	1	0	5	3	0	0					48	40				
2760	Bellville	do	R. B. Loggins	1	0	16	20	0	0	0	0	0	0	70	80	0	0	0	1,000
2761	Caddo Mills	do	W. A. Priest	1	1	12	9							55	54				
2762	Comanche	do	W. F. Rogers	4	2	67	50			39	11			313	310	6	5	16	796
2763	Corsicana	do	E. M. Faust	1	2	60	15			1	1					1	3	4	200
2764	Dawson	Masonic Institute	J. W. Cantwell	2	2	15	20							72	85				
2765	Galveston	Ball High School	Jno. W. Hopkins	4	3	68	158			31	78	37	80	79	118	6	22	5	600
2766	Hallettsville	High School	J. C. Florea	0	3	17	28	0	0	3	5	2		81	99	1	3	4	100
2767	Harwood	do	S. H. Dean	1	0	7	8	0	0	7	8	0	0	90	110	0	0	0	20
2768	Hempstead	do	W. C. Cowen	1	2	54	57	0	0	0	0	0	0	50	61	0	0	0	0
2769	Lagrange	do	T. R. Dunlap		2	40	35							65	65	1	3	4	1
2770	Livingston	do	L. D. Washington	2	1	38	33							38	25				
2771	Llano	High School (dept.)	J. R. Griffin	1	0	15	20	0	0	0	6	5	7	110	117	0	0	0	0
2772	Milan	Institute	R. H. Windham	0	1	23	38	0	0	7	1	2	3	16	11	0	0	0	0

TABLE 4.—*Statistics of public high schools*—Continued.

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										Classical course.		Scientific course.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	TEXAS—continued.																		
2773	Peaster	College	Frank H. Fowler	1	1	15	5	.....	.....	.....	.....	.....	.....	70	85	.....	.....	.....	.....
2774	Queen City	Normal High School	Wikliff Owen	1	1	20	30	0	0	5	8	0	0	50	60	0	0	0	0
2775	Terrell	High School	C. P. Hudson	3	2	18	19	18	19	.....	.....	.....	.....	220	240	3	3	3	325
	VERMONT.																		
2776	Brandon	High School	Elmer F. Howard	1	1	11	15	0	0	0	0	2	1	0	0	1	2	0	500
2777	Bristol	do	E. W. Benedict	1	0	11	22	0	0	2	3	0	0	70	110	0	2	2	249
2778	Enosburg Falls	do	Loren M. Jenny	1	1	40	47	0	0	.....	.....	.....	.....	90	110	.....	.....	.....	25
2779	Ludlow	Black River Academy	Geo. Sherman	1	3	43	67	0	0	5	1	9	19	25	14	1	10	5	125
2780	Middlesburg	High School	Chas. J. Bullow	1	2	19	25	0	0	8	3	6	5	203	157	4	2	5	150
2781	North Troy	Missisquoi Valley Academy	Chas. Pultney	1	2	12	13	0	0	1	5	.....	.....	.....	.....	.....	.....	.....	29
2782	Rutland	High School	Jesse A. Ellsworth	1	2	33	55	0	0	11	7	15	16	.....	.....	10	10	10	1,200
2783	Springfield	do	Geo. E. Johnson	1	1	25	26	0	0	5	3	0	1	0	0	6	7	4	50
2784	Vergennes	do	A. Armaguac, Ph. D	1	1	23	20	1	.....	1	1	15	11	0	0	0	5	5	100
2785	Wallingford	do	E. J. Bryan	1	.....	10	10	0	0	4	4	.....	.....	14	10	0	0	.....	850
2786	Waterbury	do	F. Covery	1	3	4	6	0	0	2	3	.....	.....	.....	.....	3	2	2	150
	VIRGINIA.																		
2787	Aldie	High School	T. H. Athey	1	0	2	4	0	0	1	1	0	0	21	10	1	3	1	0
2788	Fredericksburg	do	B. P. Willis	1	0	5	20	0	0	0	0	0	0	0	0	0	0	0	0
2789	Leesburg	do	J. S. Simpson	2	2	47	41	0	0	8	2	2	0	75	84	6	1	7	0
2790	Luray	Academy	E. M. Pitcher	2	0	30	0	0	0	6	.....	.....	.....	125	65	.....	.....	.....	.....
2791	Petersburg	High School	A. P. Balling	0	3	70	94	0	0	5	0	4	0	0	0	3	11	2	300
2792	Smithfield	do	Col. E. M. Morrison	0	1	10	10	0	0	2	3	2	5	30	30	5	5	10	0
2793	Spring Valley	do	J. A. Livesay	2	1	20	7	0	0	8	5	2	0	30	35	.....	.....	3	30

	WASHINGTON.																	
2794	Medical Lake	High School	F. Bell Swearingen	0	1	17	23	0	0	0	0	0	0	58	77			0
2795	Vancouver	do	Lucius H. Leach	2	1	35	37	0	0			10	1	348	324	3	3	4	300
	WEST VIRGINIA.																	
2796	Charleston	High School	Mrs. Mary R. McGuigan	0	3	49	60	0	0					0	0	2	6	3	300
	WISCONSIN.																	
2797	Alma	High School	W. A. Schaper	1	0	30	18	0	0	0	0	0	0	182	156	2	1	3	450
2798	Antigo	Free High School	W. H. Williams	1	2	20	30	0	0	0	0	3	2	0	0	3	0	3	430
2799	Black River Falls	High School	Dwight Kinney	2	2	42	59	0	0	0	0	0	0	0	0	3	15	0	250
2800	Brandon	do	Freeling Fox	1	0	10	14	0	0					13	7	6	3	0	166
2801	Columbus	do	L. M. Roberts	1	1	21	30	0	0	4	9	2	1	0	0	2	3	5	20
2802	Fennimore	do	F. L. Churchell	1	0	13	8	0	0	0	0	0	0	12	13	5	0	0	40
2803	Fond du Lac	do	I. M. Mitchell	3	3	63	98	1	0		4	19	27	0	0	1	10	9	567
2804	Fox Lake	do	Willard N. Parker	1	1	8	16		1					4	7	1	6		30
2805	Lodi	do	L. M. Kraege	1	1	21	38					2	2	77	104	1	2	2	164
2806	Merillan	do	A. C. Piper	1	0	5	18	0	0	0	0	0	0	93	99	0	1	0	500
2807	Montfort	do	Jos. M. Cubela	1		14	22							5	7	0	4	0	0
2808	Muscoda	do	L. N. Allen	1	1	25	16	0	0	0	0	0	0	11	11	3	3	0	125
2809	New Richmond	do	T. H. Large	1	1	23	35	0	0	0	0	1	0	0	0	1	3	1	450
2810	Oregon	do	Arthur H. Sholtz	1	0	40	30	0	0			5	4	55	45	5	4	9	201
2811	Seymour	do	Ira Travis	1	0	24	16	0	0	0	0	0	0	12	10	3	1	0	180
2812	Wauwatosa	do	A. W. Smith	1	2	30	41	0	0					0	0	1	9	5	350

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	ALABAMA.		
1	Anniston	Noble Institute	Miss E. V. Bristow
2	Ashland	Ashland College	James R. Jarrell, A. B
3	Auburn	Auburn Female Institute	James J. McKee
4	Autaugaville	Autaugaville Academy*	J. O. Atkins
5	Birmingham	Bellevue Academy	J. L. Brittain
6	do	South Highlands Academy	Joel C. Du Bose, A. M
7	Birmingham (201 S. 20th st).	Zelosophian Academy	Rev. J. H. B. Hall, A. B
8	Brewton	Brewton Collegiate Institute*	Bernard Awtrey
9	Castleberry	Castleberry High School*	J. E. Cheatham
10	Centerville	Centerville Male and Female College.	J. D. Cooper
11	Demopolis	Marengo Female Institute	J. W. Beeson, A. M
12	do	Marengo Military Academy	A. G. Irons
13	Flomaton	Flomaton High School	J. W. Agnew
14	Gaylesville	Gaylesville High School	Rev. S. L. Russell
15	Greensboro	Greensboro Female College*	D. P. Christenberry, president
16	Grove Hill	Grove Hill Male and Female Academy.	M. B. Du Bose
17	Jackson	Jackson Academy	W. A. McLeod
18	Livingston	Livingston Male Academy	J. W. A. Wright
19	Marion	Marion Military Institute	James T. Murfee, LL. D.
20	Mobile	Lutheran Institute	Wm. Weinbach
21	do	St. Mary's Select School	Sisters of Charity
22	do	Towle's Institute	Amos Towles
23	Opelika	Opelika Seminary	Rev. D. M. Banks
24	Perdue Hill	Perdue Hill High School	Wm. A. George
25	Pine Apple	Pine Apple Male and Female College.	G. R. Ellis
26	Pollard	Pollard Academy	Theodore W. Bailey
27	Rutledge	Rutledge High School	J. T. Sentell
28	Spring Garden	Spring Garden Institute	Frank Harwell. A. M
29	Sulligent	Sulligent Academy	John B. Ziegler
30	Talladega	Talladega College	Rev. H. S. De Forrest, D. D., president.
31	Tuscaloosa	University High School	W. H. Verner
32	Tuskegee	Alabama Military Institute	Wm. D. Fonville, A. M
33	Vernon	Vernon Institute	Miss Sallie Patty
	ARKANSAS.		
34	Arkadelphia	Shorter University	S. T. Boyd
35	Barren Fork	Mount Pleasant Academy	W. E. Randle
36	Berryville	Clarke's Academy	Isaac A. Clarke
37	Carrollton	Carrollton Academy	C. A. Boyd
38	Clinton	Clinton Male and Female Academy	J. S. Williams
39	Fordyce	Conference Training School	Granville Goodloe, M. A
40	Huntsville	Huntsville High School	Jesse Bird
41	Monticello	Hinemon University School	J. H. Hinemon
42	Ozark	Franklin Female College	Miss Grace Venable
43	Paragould	Thompson's Classical Institute	R. S. Thompson
44	Pea Ridge	Mount Vernon College	J. R. Roberts
45	Poplar Grove	Poplar Grove Male and Female Institute.	A. L. Whitfield
46	Quitman	Quitman Male and Female College	Rev. O. H. Tucker, A. B
47	Rogers	Rogers Academy	Rev. J. W. Scroggs
48	Searcy	The Searcy College	Rev. S. H. Babcock
49	Stephens	Stephen A. Bemis Institute	C. F. Walker, B. S
	CALIFORNIA.		
50	Auburn	Auburn College and Business Institute	M. W. Ward
51	Belmont	Belmont School	W. T. Reid
52	Berkeley (2029 Durant ave.).	Boone's University School	P. R. Boone
53	Berkeley	Bowens's Academy	Thomas S. Bowens, M. A
54	do	Miss Head's Preparatory School	Miss Anna Head
55	Bishop	Imyo Academy*	Wm. G. Dixon
56	Claremont	Pomona College (Preparatory Department).	Edwin C. Norton

* Statistics of 1891-92.

and other private secondary schools—1892–93.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Epis	....	9	.....	100	.....	.....	.....	2	.....	.....	.....	50	....	2	....	2	.....	1
.....	3	1	50	40	0	0	5	3	35	30	40	35	3	3	1	3	0	2
Nonsect	1	1	3	22	0	0	....	....	....	13	.....	25	....	....	....	3	.....	3
Nonsect	1	1	16	14	0	0	4	4	....	....	8	8	0	0	0	0	0	4
Nonsect	1	0	12	10	....	....	1	0	....	....	64	25	....	....	....	....	.....	5
Nonsect	3	0	46	0	0	0	30	0	6	0	10	0	2	0	2	0	300	6
Nonsect	3	5	37	41	0	0	....	....	0	0	20	21	0	0	0	0	500	7
Nonsect	1	2	40	50	0	0	....	....	....	....	35	40	....	....	1	3	110	8
Nonsect	1	1	16	23	0	0	....	....	....	....	15	15	....	....	0	0	.....	9
Nonsect	1	4	43	39	0	0	....	....	....	....	19	6	....	....	....	....	.....	10
.....	1	4	0	50	0	0	....	....	....	....	3	35	0	12	0	3	1,500	11
Nonsect	2	0	39	0	0	0	6	0	2	0	15	0	....	....	6	0	300	12
Nonsect	1	0	11	9	0	0	0	0	0	0	9	8	0	0	0	0	0	13
Nonsect	2	1	67	42	0	0	5	0	0	0	17	5	1	1	1	0	0	14
Nonsect	0	2	0	59	....	....	....	....	....	....	17	24	....	....	0	5	0	15
Nonsect	1	1	11	9	....	....	5	7	1	0	20	15	0	0	....	....	.....	16
Nonsect	0	2	26	18	....	....	6	4	3	0	23	27	....	....	....	....	.....	17
.....	1	0	30	0	....	....	....	....	....	....	34	0	....	....	....	....	.....	18
.....	5	0	126	0	0	0	0	0	0	0	0	0	5	0	....	....	.....	19
Lutheran	1	1	18	31	....	....	....	....	....	....	0	0	6	11	....	....	.....	20
R. C	0	2	0	17	0	0	0	0	0	0	0	80	0	0	....	....	.....	21
Nonsect	2	0	20	0	....	....	8	0	0	0	19	0	3	0	3	0	.....	22
Nonsect	1	1	2	30	0	0	2	30	0	0	12	18	0	9	0	3	.....	23
Nonsect	1	1	30	21	0	0	2	3	3	3	19	20	0	0	0	0	.....	24
Nonsect	2	2	20	26	0	0	15	10	10	10	31	29	0	0	....	....	100	25
Nonsect	1	0	8	12	....	....	0	0	0	0	8	9	0	0	0	0	.....	26
Nonsect	2	2	22	41	0	0	15	12	....	....	40	32	....	....	....	....	.....	27
.....	1	0	9	5	0	0	....	....	....	....	39	18	2	0	2	0	50	28
Nonsect	1	0	12	8	0	0	0	1	0	0	15	20	0	0	0	0	0	29
Cong	1	1	19	24	18	23	11	5	....	....	185	257	3	5	4	0	4,200	30
.....	2	0	68	0	....	....	35	0	30	0	20	0	....	....	....	....	500	31
.....	3	0	35	0	0	0	17	0	18	0	18	0	3	0	3	0	500	32
.....	1	1	15	13	0	0	0	0	15	13	40	27	0	0	0	0	0	33
M. E	1	1	12	19	12	19	0	0	5	0	18	22	0	0	0	0	100	34
Nonsect	3	0	24	18	....	....	....	....	....	....	66	68	0	0	0	0	50	35
.....	1	1	30	20	0	0	10	3	0	0	30	30	6	3	....	....	400	36
.....	2	2	40	28	0	0	5	2	2	0	53	45	0	0	....	....	.....	37
Nonsect	2	2	40	20	....	....	....	....	10	12	20	30	0	0	0	0	200	38
Meth	2	1	37	26	0	0	23	18	14	8	10	16	0	0	0	0	400	39
.....	1	2	11	27	0	0	1	3	2	5	19	19	0	0	....	....	200	40
Nonsect	2	0	30	33	0	0	15	18	8	0	3	2	1	4	1	2	120	41
Nonsect	0	1	0	19	0	0	....	....	....	....	0	11	0	0	....	....	.....	42
Nonsect	1	0	42	10	0	0	11	0	5	0	0	0	0	0	0	0	300	43
Christian	1	1	25	16	....	....	20	15	....	....	45	34	5	1	....	....	400	44
.....	1	1	11	13	....	....	....	....	....	....	9	10	....	....	....	....	.....	45
M. E. So	4	2	40	32	0	0	....	....	....	....	25	25	1	2	1	1	785	46
Cong	2	2	51	50	0	0	....	....	....	....	52	50	3	1	2	1	700	47
Nonsect	4	1	60	0	....	....	....	....	....	....	60	0	1	0	....	....	500	48
Nonsect	1	1	60	64	....	....	....	....	8	12	40	30	....	....	....	....	.....	49
.....	3	1	10	8	0	0	0	0	10	8	.....	.....	0	0	0	0	1,000	50
Nonsect	2	2	71	1	0	0	1	0	26	0	41	0	14	0	14	0	900	51
Nonsect	3	0	30	0	0	0	4	0	20	0	10	0	12	0	12	0	700	52
Nonsect	3	1	38	0	0	0	0	0	17	0	8	0	7	0	....	....	.....	53
Epis	0	3	0	23	0	0	0	0	0	9	8	48	0	4	0	3	600	54
M. E	1	2	12	16	....	....	4	6	....	....	2	8	1	2	1	2	600	55
Cong	7	2	58	33	1	0	10	3	25	10	0	0	6	3	6	3	700	56

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	CALIFORNIA—continued.		
57	Eureka	Eureka Academy and Business College*	Niel S. Phelps, A. M.
58	Healdsburg	Healdsburg College	William C. Grainger, M. S.
59	Lakeport	Lakeport Academy	John Overholser
60	Los Angeles	Southern California College	Rev. Henry Ferguson, A. M., B. D.
61	Marysville	College of Notre Dame	Sister Mary Alènie
62	Merced	Merced Academy*	Albert McCalla
63	Napa	Oak Mound School	F. O. Mower, A. M
64	Oakland	Convent of Our Lady of the Sacred Heart.	Mother Mary Elizabeth
65	do	Field Seminary	Mrs. W. B. Hyde
66	do	Hopkins Academy	W. W. Anderson
67	Oakland (1964 18th st.).	Miss Horton's School	Miss Sarah W. Horton
68	Oakland	Snell Seminary	Miss Mary E. Snell
69	Pasadena (49 South Euclid ave.).	Classical School for Boys	Stephen Cutter Clark, A. B.
70	Red Bluff	Academy of Our Lady of Mercy*	Sister Mary Frances
71	Rio Vista	St. Gertrude's Academy*	Sister M. Cornelius
72	San Diego	Misses Way and Kinney's Private School.	Misses Way and Kinney
73	San Francisco	College of Notre Dame*	Sister Aloyse
74	San Francisco (1036 Valencia st.).	Irving Institute	Rev. Edward B. Church, A. M.
75	San Francisco (1534 Sutter st., cor. Octavia).	Miss Lake's School for Girls	Miss Mary Lake
76	San Francisco	"Oxford House" (boys)	William W. Gascoque
77	do	Our Lady of Mercy's Academy	Sister Mary Elizabeth
78	San Francisco (Powell and Lombard st.).	Presentation Convent	Sister M. Josephine Hagarty
79	San Francisco	Sacred Heart College	Rev. Brother Genebern
80	do	St. Joseph's School for Boys*	Geo. Albert
81	do	St. Vincent's School*	Sister M. Vincent
82	San Francisco (1534 Mission st.).	Trinity School*	Rev. E. Spalding
83	San Francisco (1017 Hyde st.).	Urban School	Nathan W. Moore
84	San Francisco (1222 Pine st.).	Van Ness Young Ladies' Seminary	Dr. S. H. Willey
85	San Francisco (2014 Van Ness ave.).	Miss West's School for Girls	Miss Mary B. West
86	San Jose (San Fernando, bet. Market and First sts.).	St. Joseph's College	Rev. B. Calzia, S. J
87	San Luis Obispo	Academy of Immaculate Heart	Mother Mencia
88	San Mateo	St. Mathew's School for Boys	Rev. Alfred Lee Brewer, D. D.
89	San Rafael	Mount Tamalpais Military Academy	Arthur Crosby, A. M.
90	do	Technical Preparatory School	O. I. Bates
91	Santa Clara	Academy of Our Lady of Angels	Sister Mary Beatrix
92	Santa Cruz	School of the Holy Cross	Sister Marie
93	Santa Rosa	Ursuline Academy	Sister Agatha Reynolds
94	Ukiah	Sacred Heart Convent	Sisters of Mercy
95	Woodland	St. Mary's of the Holy Rosary	Mother M. Lucretia
	COLORADO.		
96	Denver	College of the Sacred Heart	Rev. Joseph M. Marra, S. J.
97	Denver (Montclair)	Jarvis Hall Military Academy	Rev. F. S. Spalding, B. A., B. D.
98	Denver	Wolfe Hall*	Miss Anna L. Wolcott
99	Longmont	Longmont Academy	C. F. Palmer, A. M.
100	Trinidad	Tillotson Academy	Henry Evarts Gordon
	CONNECTICUT.		
101	Baltic	Academy of Holy Family	Sister Mary Carine
102	Black Hall	Black Hall School	Charles G. Bartlett
103	Bridgeport	Park Avenue Institute	Seth B. Jones, A. M.

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	2	2	24	15	.....	.....	.....	.....	10	5	12	27	1	0	20	7	600	57
7-Day Ad....	8	2	69	72	1	0	2	0	0	1	35	26	3	3	1	1	1,000	58
.....	1	2	30	40	0	0	5	4	3	2	0	0	0	1	.....	.....	400	59
Bapt	3	2	23	13	0	0	4	0	1	0	14	2	0	0	0	0	1,325	60
R. C.....	0	4	0	51	0	0	0	1	0	6	30	84	0	4	0	0	1,800	61
Presb	3	0	21	18	.....	.....	3	1	3	0	3	1	.....	.....	0	3	10	62
Nonsect.....	3	0	33	0	0	0	0	0	12	0	35	0	2	0	1	0	400	63
R. C.....	0	2	0	23	.....	.....	.....	.....	.....	.....	0	87	0	5	0	9	.....	64
Nonsect.....	0	6	0	60	0	0	0	4	.....	.....	0	20	0	8	0	0	500	65
Cong.....	4	0	54	0	0	0	2	0	52	0	9	0	8	0	7	0	.....	66
Nonsect.....	0	5	4	28	0	0	3	25	.....	.....	34	26	0	0	0	0	.....	67
.....	0	2	0	75	0	0	0	0	0	6	0	25	0	16	0	2	.....	68
Nonsect.....	2	1	14	0	0	0	8	0	1	0	18	0	.....	.....	.....	.....	.....	69
R. C.....	0	2	0	50	.....	.....	.....	.....	.....	.....	20	30	.....	.....	.....	.....	200	70
R. C.....	0	4	2	25	0	0	2	0	0	0	35	75	2	10	0	5	.....	71
Nonsect.....	1	6	5	40	0	0	4	2	0	0	6	24	.....	.....	.....	.....	200	72
R. C.....	0	4	0	40	.....	.....	0	40	.....	.....	0	260	.....	.....	.....	.....	1,500	73
P. E.....	1	2	0	75	0	0	0	0	0	0	0	50	0	10	0	0	1,200	74
Nonsect. ...	1	8	0	175	0	0	0	10	0	0	0	25	0	12	0	0	2,000	75
Nonsect.....	1	1	14	0	0	0	4	0	0	0	10	0	0	0	0	0	.....	76
R. C.....	0	2	0	10	0	0	0	0	0	0	80	300	0	0	0	0	679	77
R. C.....	0	2	0	20	.....	.....	0	4	0	0	200	280	0	3	0	3	.....	78
R. C.....	6	0	125	0	0	0	85	0	0	0	250	0	15	0	0	0	2,500	79
R. C.....	2	0	50	0	.....	.....	.....	.....	.....	.....	450	0	.....	.....	2	0	400	80
R. C.....	0	2	0	33	.....	.....	.....	.....	.....	.....	0	508	.....	.....	0	5	1,475	81
Epis	4	0	58	0	.....	.....	.....	.....	25	0	12	0	4	0	7	0	.....	82
Nonsect.....	4	0	52	0	0	0	1	0	36	0	40	0	3	0	3	0	300	83
Nonsect.....	0	5	0	50	0	0	0	0	0	0	0	20	0	8	0	0	500	84
Nonsect.....	1	10	0	70	0	0	0	6	0	8	4	50	0	0	0	8	.....	85
R. C.....	9	0	117	0	0	0	93	0	0	0	93	0	0	0	0	0	800	86
R. C.....	0	3	10	25	0	0	0	0	0	0	30	50	0	0	0	3	.....	87
P. E.....	8	0	47	0	0	0	2	0	15	0	70	0	4	0	4	0	1,000	88
Presb	8	1	83	0	.....	.....	16	0	.....	.....	10	0	4	0	4	0	1,250	89
.....	3	0	24	0	0	0	6	0	0	0	16	0	6	0	0	0	300	90
R. C.....	0	4	0	80	0	0	0	12	0	0	0	90	0	0	0	0	600	91
R. C.....	0	1	0	14	0	0	0	0	0	0	0	110	0	4	.....	.....	.....	92
R. C.....	0	3	0	13	0	0	.....	.....	.....	.....	0	9	0	0	.....	.....	200	93
R. C.....	0	2	6	8	0	0	0	0	0	0	7	18	0	0	0	0	50	94
R. C.....	0	5	0	53	0	0	0	0	0	0	30	39	0	4	0	2	700	95
R. C.....	5	0	77	0	0	0	32	0	0	0	32	0	4	0	0	0	5,000	96
P. E.....	6	0	49	0	0	0	10	0	10	0	6	0	4	0	0	0	800	97
P. E.....	3	14	0	105	.....	.....	0	10	0	10	0	114	0	5	0	8	2,000	98
Presb	1	1	30	32	0	0	.....	.....	.....	.....	0	0	1	4	.....	.....	205	99
Cong.....	0	3	62	72	.....	.....	3	20	10	14	18	19	4	5	1	2	500	100
R. C.....	0	2	0	35	.....	.....	.....	.....	.....	.....	0	40	0	3	.....	.....	2,000	101
Nonsect.....	3	2	33	0	0	0	18	0	12	0	3	0	10	0	9	0	600	102
Nonsect.....	2	0	38	0	0	0	.....	.....	.....	.....	20	0	12	0	.....	.....	1,000	103

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	CONNECTICUT—cont'd.		
104	Clinton	Morgan School	Dwight Holbrook, A. M.
105	Colchester	Bacon Academy	James R. Tucker, A. B.
106	Danbury (142 Deer Hill ave.).	Private school	Mrs. S. Burke
107	Darien	Elmwood Home School *	Miss Myra J. Davis
108	Fairfield	Fairfield Academy *	Frances H. Brewer
109	Hartford	Woodside Seminary	Miss Sara J. Smith
110	Lakeville	Hotchkiss School	Edward G. Coy
111	Mystic	Mystic Valley English and Classical Institute.	John K. Bucklyn, A. M.
112	New Canaan	New Canaan Institute	Mrs. E. F. Ayres
113	New Haven	Elderage School	E. C. and S. J. Bangs
114	New Haven (97 Whitney ave.).	Miss Johnstone's School	Miss Johnstone
115	New Haven	New Grammar School *	Joseph Gile
116	....do	Misses Orton and Nichols	Emily R. Nichols, Rebecca Orton.
117	New Haven (56 Hillhouse ave.).	West End Institute	Mrs. S. L. Cady and Miss C. E. Cady.
118	New London	Bulkeley School	Walter A. Towne
119	....do	Williams Memorial Institute	Colin S. Buell, M. A
120	New Milford	Ingleside School	Mrs. Wm. D. Black
121	New Preston	Upson Seminary	Rev. Henry Upson
122	Newtown	Newtown Academy	Pennington E. Cliff
123	Norfolk	The Robbins School	Howard W. Carter, M. A
124	Norwalk	Norwalk Military Institute	Frank S. Roberts
125	....do	Norwalk Preparatory School (military).	Carl A. Harstrom, A. M.
126	Norwich	Norwich Free Academy	Robert P. Keep
127	Simsbury	McLean Seminary	J. B. McLean
128	Southport	Seaside Seminary	Miss Augusta Smith
129	Stamford	Miss Low's School	Miss Louise Low
130	....do	School for Boys	Hiram U. King
131	Waterbury	Academy of the Immaculate Conception.	Mother St. Stanislaus
132	....do	St. Margaret's Diocesan School	Miss Mary R. Hillard
133	Westport	Staple's High School	Henry S. Pratt
134	Wilton	Wilton Academy	Edward Olmstead
135	....do	Wilton Boarding Academy	Augustus Whitlock
136	....do	The Wilton Boarding School	Charles W. Whitlock
137	Woodbury	Parker Academy	Edward S. Boyd
138	Woodstock	Woodstock Academy	E. R. Hall
	DELAWARE.		
139	Dover	Wilmington Conference Academy	W. L. Gooding
140	Milford	The Classical School	Samuel Abbott
141	Newark	Academy of Newark and Normal School.	Rev. J. D. Shanks, D. D.
142	Wilmington	The Friends' School	Isaac T. Johnson
	DISTRICT OF COLUMBIA.		
143	Georgetown	The Linthicum Institute	Edwin B. Hay
144	Washington (1312 Massachusetts ave.)	Academy of the Holy Cross	Sister M. Angelica
145	Washington	Academy of the Visitation	Mother Mary Agnes Mathaney
146	Washington (room 139, Corcoran Building).	Arlington Academy	Burton Macafee, A. M., M. D.
147	Washington (1335 H st. NW.).	The Columbia College Preparatory School.	A. P. Montague, Ph. D
148	Washington (1811 I st. NW.).	Friends' Select School	Thomas W. Sidwell
149	Washington (19 I st. NW.).	Gonzaga College	Rev. C. Gillespie, S. J
150	Washington (1100 M st.)	Mount Vernon Seminary *	Mrs. Elizabeth J. Somers
151	Washington (1401 Massachusetts ave. NW.).	Norwood Institute	Mr. and Mrs. Wm. D. Cabell
152	Washington	St. Cecilia's Academy	Sisters of the Holy Cross
153	....do	St. John's College	Rev. Bro. Fabrician

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	3	3	35	35	0	0	10	0	2	0	97	84	5	5	5	0	2,451	104
Nonsect	1	1	22	28	0	0	4	4	0	0	0	0	5	2	3	1	400	105
Nonsect	0	2	0	27	0	0	0	0	0	0	0	0	0	0	0	0	0	106
Nonsect	1	1	47	0	0	0	3	4	7	0	8	5	....	....	....	....	.....	107
.....	1	1	14	2	....	....	4	0	....	....	2	12	....	....	1	0	.....	108
Nonsect	1	8	0	40	....	....	0	0	0	0	0	0	6	0	0	0	700	109
Nonsect	6	0	67	0	0	0	60	0	5	0	0	0	12	0	12	0	500	110
Nonsect	2	1	22	8	0	0	6	2	3	0	10	4	1	1	1	0	700	111
Nonsect	0	1	11	9	0	0	11	9	....	....	4	3	0	1	0	1	.....	112
.....	0	3	0	15	....	....	....	....	....	....	0	6	....	....	....	....	600	113
.....	0	6	0	20	0	0	0	3	0	0	0	0	0	0	0	0	0	114
.....	1	0	25	0	0	0	10	0	5	0	25	0	0	0	0	0	200	115
Epis	0	5	0	57	0	0	0	4	....	....	0	20	....	....	....	....	.....	116
Nonsect	0	2	0	30	0	0	0	4	....	....	0	40	0	7	0	2	.....	117
Nonsect	3	0	87	0	0	0	39	0	45	0	0	0	21	0	10	0	300	118
.....	1	6	0	153	0	2	0	5	0	0	0	0	0	25	0	3	800	119
Epis	0	2	0	37	....	....	0	3	0	0	0	0	0	3	0	1	500	120
Cong	2	0	14	0	0	0	4	1	3	0	6	1	6	0	0	0	.....	121
Nonsect	1	2	24	19	0	0	1	3	0	0	43	37	0	5	....	....	62	122
Nonsect	2	3	27	18	0	0	5	3	3	0	0	0	3	3	3	2	200	123
Epis	6	0	50	0	0	0	....	....	....	....	0	0	5	0	3	0	1,000	124
Epis	2	0	9	0	....	....	7	0	....	....	4	0	1	0	....	....	150	125
.....	7	10	118	154	1	2	25	20	9	4	0	0	16	21	13	5	8,000	126
.....	1	5	0	57	....	....	0	6	0	10	3	3	0	8	....	....	1,000	127
Nonsect	1	1	2	10	0	0	....	....	....	....	3	30	0	4	0	0	400	128
Epis	0	5	0	42	....	....	0	2	....	....	0	28	....	....	....	....	.....	129
Nonsect	5	0	55	0	0	0	33	0	22	0	30	0	19	0	12	0	200	130
R. C	....	2	0	25	....	....	....	....	....	....	0	138	0	9	....	....	1,600	131
Epis	0	6	0	94	....	....	0	5	....	....	0	60	0	10	0	0	0	132
Nonsect	1	2	19	14	0	0	1	0	3	0	48	42	1	3	1	0	1,800	133
Nonsect	1	0	12	5	0	0	....	....	....	....	0	0	1	1	....	....	.....	134
Nonsect	1	1	20	0	....	....	0	0	0	0	30	0	....	....	0	0	100	135
Nonsect	1	0	10	0	0	0	0	0	4	0	20	0	4	0	0	0	300	136
Nonsect	1	1	10	13	....	....	5	4	1	....	18	12	1	....	1	....	150	137
Nonsect	1	2	42	19	....	....	5	5	4	0	0	0	1	2	0	0	500	138
Meth	3	1	64	63	0	0	12	1	5	5	13	12	5	5	4	4	1,200	139
Nonsect	1	0	12	11	0	0	3	1	1	0	6	11	2	3	1	1	25	140
Presb	1	2	25	18	....	....	9	0	....	....	.....	7	1	5	....	....	.....	141
Friends	2	3	30	55	0	0	2	1	2	0	111	85	2	9	2	5	600	142
Nonsect	6	0	110	0	....	....	....	....	....	....	0	0	10	0	....	....	.....	143
R. C	0	4	0	81	....	....	....	....	....	....	28	78	0	3	0	3	2,125	144
R. C	0	5	0	30	....	....	....	....	....	....	0	98	....	....	....	....	.....	145
Nonsect	3	0	34	0	0	0	....	....	....	....	0	0	....	....	....	....	.....	146
Nonsect	9	0	83	0	....	....	40	0	25	0	0	0	21	0	18	0	.....	147
Nonsect	4	7	48	32	0	0	17	6	12	1	81	26	3	0	9	0	500	148
R. C	10	0	151	0	0	0	....	....	....	....	.....	.....	13	0	14	0	5,000	149
Nonsect	4	14	0	144	0	0	....	....	0	0	0	33	0	0	0	12	2,000	150
Nonsect	4	8	0	75	0	0	0	1	0	1	0	25	0	6	0	0	2,500	151
R. C	0	5	0	85	....	....	0	30	....	....	32	75	0	4	0	8	1,000	152
R. C	6	0	132	0	0	0	16	0	0	0	20	0	15	0	15	0	.....	153

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	FLORIDA.		
154	Jacksonville	Cookman Institute	Rev. Saml. B. Darnell, B. D.
155	Jasper	Jasper Normal Institute	J. M. Guilliams
156	Key West	Convent of Mary Immaculate	Sr. M. Delphine, superioress.
157	Rochelle	Martha Perry Institute	I. S. Tomlin, A. M.
158	San Antonio	Holy Name Academy	Ven. Mother M. Dolorosa, O. S. B.
159	St. Leo	St. Leo's Military College	Father Charles, O. S. B., rector.
160	Tampa	Convent of the Holy Names	Mother M. Theophilus
	GEORGIA.		
161	Albany	Albany Academy	Z. I. Fitzpatrick
162	Athens	Home School for Young Ladies	Miss C. Sosnowski
163	Atlanta	Atlanta Baptist Seminary	Rev. George Sale, B. A.
164	....do	Gordon School	W. E. Meagley, A. M.
165	....do	Spelman Seminary	Miss Harriet E. Giles
166	Augusta	Academy of Richmond County	C. H. Withrow
167	....do	Payne Institute	Rev. Geo. Wms. Walker, president.
168	Augusta (1321 Mange st.)	Walker Baptist Institute	Rev. G. A. Goodwin
169	Bairdstown	Bairdstown Academy*	P. M. Cheney
170	Boston	Boston Institute*	Wm. B. Fambrough, A. M.
171	Byron	Byron High School	E. H. Ezell
172	Cartersville	West End Institute	Mrs. J. W. Harris, sr.
173	Cave Spring	Hearn School and Female Institute	P. J. King, A. B.
174	Cedar Grove	St. Mary's Institute*	John Y. Wood
175	Cleveland	Cleveland Academy	E. H. Kimmer
176	Cochran	New Ebenezer College	W. B. Seals
177	Crawford	Crawford Academy	N. E. W. Stokely
178	Decatur	Agnes Scott Institute	Miss Nannette Hopkins
179	Dixie	Dixie High School*	J. O. Culpepper, A. B.
180	Doyle	Doyle School for Boys and Girls	J. M. Collum
181	Eastman	Eastman Academy	R. N. R. Bardwell
182	Ellaville	Ellaville High School	Blanchard K. Scott
183	Ellijay	Elijay Seminary	Rev. J. E. Tallant, A. M.
184	Fairburn	Fairburn High School*	R. L. Paine
185	Hephzibah	Hephzibah High School*	C. H. S. Jackson, A. M.
186	Hollonville	Planters' High School	Thad. L. Adams
187	Irwinton	Talmage Institute*	William Lowren Abbott, A. B.
188	Jeffersonville	Auburn Institute	James M. Kelly
189	Jug Tavern	Jug Tavern High School*	N. A. Moss
190	Lavonia	Lavonia High School	McMurry & Cobb
191	Lawrenceville	Lawrenceville Seminary	C. W. Moore, A. M.
192	Macon	Alexander Free School*	Morgan L. Parker, A. M.
193	Monroe	Johnston Institute	John Gibson. A. B.
194	Montezuma	Spalding Seminary*	Miss Oreola Cheves
195	Newnan	Walker High School	Daniel Walker
196	Norcross	Norcross High School*	T. R. Edwards, A. B.
197	Penfield	Mercer High School*	John W. McWhorter
198	Powder Springs	Powder Springs High School	Walter McElreath
199	Reidsville	Reidsville Academy	James H. Swindell
200	Reynolds	Reynolds Academy	J. O. Mangham
201	Rutledge	Rutledge High School	A. W. Lynch
202	Savannah	Oglethorpe Seminary*	Miss Mary Stuart Young
203	....do	Savannah Academy	John Taliaferro
204	Senoia	Excelsior High School*	W. H. Searcy
205	Shellman	Shellman Institute*	C. E. Grubbs
206	Smithville	Smithville High School	G. M. Patterson
207	Snow	Snow High School	J. R. Gaines, sr.
208	Spring Place	Spring Place High School	Jesse B. Terry
209	Stilesboro	Stilesboro High School	J. A. Sharp
210	Sumach	Sumach Seminary	C. H. Humphreys
211	Swainsboro	Swainsboro High School	Frank Milchael
212	Tunnel Hill	Tunnel Hill High School	W. T. Irvine
213	Waco	Waco High School	Eugene T. Cato
214	Walnut Grove	Walnut Grove School	J. A. Mewborn

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
M. E	1	1	20	16	20	16	20	16	0	0	.....	.....	.....	.....	2	0	2,000	154
Nonsect	3	2	79	65	0	0	5	2	.....	.....	30	35	14	6	.....	.....	500	155
R. C	0	2	0	35	.....	.....	.....	.....	.....	.....	0	260	0	2	.....	.....	300	156
Nonsect	3	2	25	18	0	0	3	10	20	10	40	30	12	5	15	10	.....	157
R. C	0	2	0	15	.....	.....	.....	.....	.....	.....	0	12	.....	.....	.....	.....	.....	158
R. C	5	0	37	0	.....	.....	.....	.....	1	0	5	0	5	0	.....	.....	500	159
R. C	0	1	0	8	0	0	.....	.....	.....	.....	60	142	0	0	0	0	.....	160
.....	0	3	29	17	.....	.....	29	17	.....	.....	100	100	.....	.....	6	0	.....	161
Nonsect	0	2	0	40	0	0	.....	.....	.....	.....	0	20	.....	.....	.....	.....	500	162
Bapt	4	0	73	0	73	0	7	0	0	0	92	0	11	0	5	0	2,000	163
Nonsect	5	0	56	0	.....	.....	6	0	10	0	12	0	6	0	.....	.....	200	164
Bapt	0	7	0	49	0	49	.....	.....	.....	.....	0	671	0	8	0	0	2,500	165
Nonsect	3	0	85	0	0	0	.....	.....	.....	.....	0	0	16	0	.....	.....	.....	166
M. E. So	4	1	56	28	.....	.....	4	3	.....	.....	22	33	3	6	3	6	.....	167
Miss. Bapt	1	0	2	4	2	4	2	0	.....	.....	55	45	0	0	0	4	150	168
Nonsect	1	1	24	22	0	0	3	8	1	0	10	15	.....	.....	.....	.....	.....	169
.....	1	0	23	20	.....	.....	.....	.....	.....	.....	18	15	.....	.....	.....	.....	.....	170
Nonsect	1	2	6	12	.....	.....	3	7	.....	.....	25	26	6	12	.....	.....	0	171
Nonsect	1	2	20	30	0	0	3	10	0	0	21	37	7	3	1	3	1,000	172
Bapt	1	2	18	15	0	0	10	8	2	0	60	40	0	0	0	0	25	173
Nonsect	1	2	36	12	.....	.....	4	3	6	2	12	8	8	3	12	7	.....	174
Nonsect	1	0	11	7	0	0	.....	.....	.....	.....	62	60	.....	.....	.....	.....	.....	175
Bapt	2	2	67	65	0	0	.....	.....	.....	.....	49	40	0	2	.....	.....	.....	176
Nonsect	1	1	2	10	0	0	.....	.....	.....	.....	35	30	0	0	0	0	0	177
Presb	1	4	0	109	0	0	0	63	.....	.....	0	153	0	2	.....	.....	.....	178
Nonsect	1	0	17	20	0	0	3	9	1	0	6	7	1	2	.....	.....	.....	179
Nonsect	1	0	10	19	0	0	0	2	1	0	10	17	0	0	0	0	0	180
Nonsect	1	1	19	20	0	0	3	5	0	0	43	41	0	3	0	1	125	181
Nonsect	1	1	23	21	0	0	3	11	1	3	18	25	.....	.....	.....	.....	.....	182
M. E	1	0	17	8	0	0	3	0	.....	.....	102	9	.....	.....	0	0	100	183
Nonsect	1	2	50	49	.....	.....	12	15	.....	.....	20	23	.....	.....	.....	.....	.....	184
Bapt	0	2	70	69	.....	.....	8	20	20	0	27	30	.....	.....	.....	.....	200	185
Nonsect	1	1	15	11	0	0	5	1	1	0	24	27	0	0	0	0	.....	186
Nonsect	1	0	16	16	0	0	2	3	4	2	40	34	1	0	2	0	0	187
Nonsect	1	0	10	26	.....	.....	4	6	0	0	30	20	.....	.....	.....	.....	.....	188
Nonsect	1	2	25	18	.....	.....	5	6	1	2	40	35	.....	.....	.....	.....	.....	189
Nonsect	2	0	30	24	0	0	4	6	0	0	55	31	0	0	0	0	0	190
Nonsect	1	1	10	18	0	0	4	10	0	0	34	31	0	0	0	0	0	191
Nonsect	1	1	25	25	.....	.....	10	20	.....	.....	25	25	3	2	6	5	.....	192
Nonsect	1	2	11	15	0	0	11	15	0	0	83	88	1	2	1	1	125	193
Nonsect	0	1	6	7	0	0	1	1	1	0	15	19	0	0	0	0	.....	194
Nonsect	1	1	19	10	.....	.....	4	4	.....	.....	16	9	.....	.....	.....	.....	100	195
Nonsect	1	1	8	7	0	0	.....	.....	4	5	58	75	0	0	0	0	0	196
Bapt	1	0	12	10	0	0	6	3	2	1	22	15	4	1	4	1	.....	197
.....	1	1	10	12	0	0	3	5	1	0	29	19	.....	.....	.....	.....	.....	198
Nonsect	1	1	12	9	.....	.....	3	0	.....	.....	15	20	.....	.....	.....	.....	.....	199
Nonsect	1	1	30	19	0	0	2	1	0	1	27	26	0	0	0	0	0	200
Nonsect	1	1	25	25	.....	.....	8	4	.....	.....	75	50	.....	.....	.....	.....	.....	201
Nonsect	0	2	0	15	.....	.....	.....	.....	.....	.....	0	18	.....	.....	0	1	100	202
Nonsect	1	1	21	0	0	0	16	0	5	0	9	0	2	0	4	0	465	203
Bapt	1	1	19	28	0	0	1	3	.....	.....	49	31	1	3	1	3	0	204
.....	1	1	38	32	.....	.....	.....	.....	.....	.....	23	15	4	4	4	4	.....	205
.....	1	1	37	47	.....	.....	5	10	0	0	12	15	.....	.....	.....	.....	0	206
Meth	1	1	9	13	0	0	0	2	0	0	40	36	.....	.....	.....	.....	.....	207
Nonsect	1	1	20	25	0	0	0	0	0	0	20	25	0	0	0	0	0	208
Nonsect	1	1	20	11	0	0	0	0	0	0	28	18	0	0	0	0	25	209
Nonsect	2	1	35	25	.....	.....	10	5	0	0	40	45	2	0	4	2	0	210
.....	1	1	40	35	.....	.....	25	10	.....	.....	12	15	.....	.....	.....	.....	.....	211
Nonsect	1	2	13	20	0	0	0	3	2	0	61	49	.....	.....	.....	.....	.....	212
Nonsect	1	0	4	5	.....	.....	1	2	.....	.....	41	30	.....	.....	.....	.....	.....	213
Nonsect	1	0	5	4	.....	.....	5	4	0	0	48	35	0	0	0	0	0	214

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	GEORGIA—continued.		
215	Washington	St. Joseph's Academy	Mother St. John
216	White Plains	Dawson Institute*	J. E. Purks
217	Whitesburg	Hutcheson Collegiate Institute	Geo. W. Gimer
218	Winterville	Winterville Academy	G. B. Atkisson
	ILLINOIS.		
219	Albion	Southern Collegiate Institute	Rev. F. L. Kenyon, A. M., president.
220	Alton (219 East Fourth st.).	Ursuline Academy of the Holy Family.	Mother Theresa Gillespie
221	Anna	The Union Academy of Southern Illinois.	J. W. Stephens
222	Aurora	Jennings Seminary	Rev. C. C. Lovejoy, A. M., president.
223	Bunker Hill	Bunker Hill Military Academy	Rev. S. L. Stiver, A. B., A. M.
224	Bushnell	Western Normal College and Commercial Institute.*	W. M. Evans
225	Chicago (2141 Calumet ave.).	Dearborn Seminary	Mrs. Jennie F. Purington
226	Chicago (Wabash ave. and Thirty-fifth st.).	Dela Salle Institute	Brother Pius
227	Chicago (479–481 Dearborn ave.).	Girls' Collegiate School	Miss Rebecca S. Rice
228	Chicago (247–249 Dearborn ave.).	Grant Collegiate Institute*	Miss Mary A. Mineah, A. M.
229	Chicago (2101 Indiana ave).	The Harvard School	J. J. Schobinger and John C. Grant.
230	Chicago (5000 Lake ave.).	Kenwood Institute*	Miss Helen E. Starrett, Miss Annie E. Butts.
231	Chicago (38 Scott st.)	Kirkland School	Miss Elizabeth S. Kirkland
232	Chicago (2535 Prairie ave.).	The Loring School*	Miss Stella Dyer Loring
233	Chicago (2334 Wabash ave.).	St. Francis Xavier Academy	Sister Mary Genevieve Granger.
234	Chicago (222 Ashland boulevard).	St. Margaret's School	Miss Virginia Sayre
235	Dakota	College of Northern Illinois	Rev. H. L. Beam, president
236	Decatur	St. Teresa's Academy	Mother Teresa
237	Elgin	Elgin Academy	Alfred G. Welch
238	Fairfield	Hayward Collegiate Institute	A. A. Kester
239	Geneseo	Geneseo Collegiate Institute	Rev. Norbury W. Thornton, A. M.
240	Godfrey	Monticello Female Seminary	Harriet Newell Haskell
241	Greenville	Greenville College	Rev. Wilson T. Hogg, pres.
242	Highland Park	Northwestern Military Academy	Col. H. P. Davidson
243	Jacksonville	Whipple Academy	Rev. Joseph R. Harker, M. A.
244	Joliet	St. Francis Academy	Sister M. Stanislas Droesler
245	Kankakee	St. Joseph's Seminary*	Sister St. Zephyrine
246	Knoxville	St. Alban's School	Arthur H. Noyes, B. A.
247	Longwood	Institute of Our Lady of the Sacred Heart.	Mother Pacifica
248	Loxa	Lee's Academy*	G. W. Lee
249	Marissa	Marissa Academy	Frank E. Dean
250	Mount Morris	Mount Morris College	J. G. Royer, president
251	Onarga	Grand Prairie Seminary and Commercial College.	Rev. S. Van Pelt, A. M., D. D.
252	Ottawa	St. Francis Xavier's Academy	Sisters of Mercy
253	Port Byron	Port Byron Academy	S. L. Unger, A. M.
254	Springfield	Bettie Stuart Institute	Mrs. A. M. Brooks
255	do	Concordia College	Prof. R. Pieper, D. D.
256	do	St. Agatha's School	Miss D. Murdoch
257	Sycamore	Waterman Hall	Rev. B. F. Fleetwood, S. T. D.
258	Toulon	Toulon Academy	M. H. Frank, M. A.
259	Woodstock	Todd Seminary*	Rev. R. K. Todd

* Statistics of 1891–92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
R. C	0	2	0	38	....	....	....	....	....	....	0	12	0	7	0	6	400	215
Nonsect	1	1	18	24	....	....	3	4	0	0	25	30	1	3	....	....	0	216
M. E. So	1	1	23	14	0	0	4	0	0	0	37	31	....	....	....	....	....	217
....	1	0	11	10	....	....	6	8	7	0	18	10	1	3	1	3	.....	218
Cong	3	0	44	70	....	....	....	....	....	....	0	0	3	3	1	0	800	219
R. C	0	2	0	35	0	0	0	15	0	0	0	40	0	0	....	....	.....	220
Presb	2	2	30	33	....	....	3	0	....	....	0	0	....	....	....	3	.....	221
M. E	2	4	30	41	0	0	5	7	8	12	54	45	....	....	3	5	600	222
Cong	2	2	40	8	0	0	....	....	....	....	5	5	3	3	3	3	1,000	223
Nonsect	8	6	345	344	0	0	....	....	....	....	0	0	....	....	5	10	600	224
Nonsect	0	7	0	62	0	0	0	15	0	0	0	38	....	....	....	....	100	225
R. C	4	0	140	0	0	0	18	0	5	0	120	0	25	0	0	0	200	226
Nonsect	1	3	0	43	0	0	....	....	0	15	21	46	0	7	0	3	2,000	227
Nonsect	0	5	0	75	0	0	0	0	0	0	10	25	0	4	0	5	1,000	228
Nonsect	8	1	100	0	....	....	50	0	25	0	50	0	20	0	11	0	.....	229
.....	0	5	0	85	....	....	0	12	....	....	0	40	0	12	0	20	500	230
.....	0	3	0	64	0	0	0	3	0	10	.....	.....	0	3	0	1	1,000	231
Nonsect	0	2	0	64	....	....	0	5	25	23	.....	.....	....	....	....	....	.....	232
R. C	0	3	0	60	0	0	0	30	0	30	0	260	0	8	0	0	5,000	233
Epis	0	2	0	51	0	0	0	0	0	4	6	15	0	11	0	1	200	234
Reformed	2	0	22	25	....	....	1	0	....	....	7	7	1	0	....	....	550	235
R. C	0	1	0	25	0	0	....	....	....	....	100	135	0	0	....	....	400	236
Nonsect	5	2	120	70	0	0	8	1	25	5	15	13	6	4	12	6	.....	237
Meth	3	6	85	50	....	....	15	4	20	8	0	0	12	4	....	....	1,500	238
Presb	5	4	59	51	....	....	8	4	....	....	0	0	9	11	5	2	300	239
Nonsect	0	14	0	150	0	0	....	....	....	....	0	0	0	14	....	....	1,000	240
Free Meth	3	3	34	47	0	0	0	3	0	0	40	42	0	0	0	0	600	241
Nonsect	3	1	49	0	....	....	2	0	5	0	10	0	4	0	4	0	400	242
Nonsect	7	0	99	0	0	0	21	0	60	0	28	0	27	0	23	0	500	243
R. C	0	1	0	5	0	0	....	....	....	....	0	65	0	1	0	0	.....	244
R. C	0	7	0	217	0	0	....	....	....	....	0	90	....	....	....	....	630	245
Epis	4	1	48	0	1	0	6	0	12	0	6	0	1	0	1	0	500	246
R. C	0	4	0	48	....	....	0	19	....	....	0	60	0	2	0	11	2,500	247
Nonsect	1	0	15	18	....	....	1	0	2	1	2	1	0	0	0	0	0	248
U. Presb	2	0	23	21	....	....	....	....	....	....	0	0	1	1	....	....	20	249
Dunkards	5	1	112	84	....	....	30	18	30	27	0	0	32	16	....	....	22,500	250
M. E	4	5	130	134	1	0	10	8	....	....	.....	.....	.....	.....	.....	.....	1,000	251
R. C	0	4	0	70	0	0	0	0	0	0	0	110	0	0	0	0	500	252
Cong	3	1	9	58	0	0	0	0	1	12	0	0	0	2	0	0	150	253
Nonsect	0	4	0	74	0	0	0	12	....	....	10	19	0	5	0	1	200	254
Ev. Luth	3	0	100	0	3	0	0	0	100	0	0	0	29	0	53	0	2,000	255
P. E	1	4	0	44	0	0	0	2	....	....	3	15	0	4	0	3	400	256
P. E	1	3	0	36	....	....	....	....	0	2	0	39	0	13	....	....	2,000	257
Nonsect	1	1	13	21	0	0	4	2	1	5	15	7	1	2	1	2	50	258
Nonsect	3	1	13	0	0	0	0	0	0	0	10	0	....	....	....	....	1,000	259

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	INDIANA.		
260	Bloomingdale	Friends' Bloomingdale Academy	Andrew F. Mitchell
261	Borden	Borden Institute	J. G. Scott
262	Fairmount	Fairmount Academy and Normal School.*	Elwood O. Ellis
263	Fort Wayne	Westminster Seminary for Young Ladies.	Miss C. B. Sharp and Mrs. D. B. Wells.
264	Indianapolis (783 North Delaware st.).	Boys' Classical School	L. R. Baugher
265	Indianapolis (343 North Pennsylvania st.).	Girls' Classical School	Theodore L. Sewall, A. B., LL. D., and Mrs. May Wright Sewall, A. M.
266	Indianapolis	St. John's Academy	Sister Superior
267	....do	St. Mary's Hall*	Rev. Geo. E. and Mrs. Swan
268	Laporte	St. Rose's Academy	Sister of the Holy Cross
269	Lima	Howe Grammar School	Rev. C. N. Spalding, D. D.
270	Michigan City	Barker Hall	Mrs. A. B. Johnson
271	Notre Dame	St. Mary's Academy	
272	Oakland City	Oakland City College	A. D. Williams, D. D.
273	Plainfield	Central Academy	Robert L. Kelly, Ph. B.
274	Rensselaer	St. Joseph's Indian Normal School	Andrew Gietl
275	Rushville	Rushville Academy and Musical Institute.	D. Graham, A. M.
276	St. Marys	St. Marys Academic Institute	Sister M. Albertine
277	Spiceland	Spiceland Academy	J. F. Brown
278	Terre Haute	St. Joseph's Academy*	Sisters of Providence
279	Westfield	Union High School*	A. V. Hodgin
	INDIAN TERRITORY.		
280	Bacone	Indian University	A. C. Bacone, A. M.
281	Nelson	Spencer Academy	W. A. Caldwell
282	Vinita	Willie-Halsell College	W. E. Rowsey, president
283	....do	Worcester Academy	John McCarthy
284	Wheelock	Wheelock Seminary	R. C. Robe
	IOWA.		
285	Ackworth	Ackworth Academy	E. W. Beard
286	Birmingham	Birmingham Academy	J. Wesley Wolf
287	Boone	Sacred Heart School	Sister Mary Modesta
288	Corning	Corning Academy	Rev. T. D. Ewing, D. D.
289	Davenport	St. Ambrose College	Rev. John T. A. Flannagan
290	....do	St. Katharine's Hall*	Miss E. A. Rice, A. B.
291	Decorah	Decorah Institute	J. Breckenridge
292	Denmark	Denmark Academy	J. F. Morse, A. M.
293	Dubuque	Miss Horr's School for Girls	Miss Harriet H. Horr
294	....do	St. Joseph's College	Rev. M. Cooney, president
295	Emmetsburg	St. Mary's Academy	Sister Mary Agnes
296	Hartland	Hartland Academy*	H. Etta McCarroll
297	Hull	Hull Educational Institute	W. W. Cook, A. M
298	Iowa City	Iowa City Academy*	R. S. Galer, A. M
299	Iowa Falls	Ellsworth College	C. W. and M. H. Lyon
300	Le Grand	Friends' Academy	John H. Hadley, A. B.
301	....do	Le Grand Christian College	D. M. Helfinstine, president
302	New Providence	New Providence Academy*	Charles B. Newby
303	Orange City	Northwestern Classical Academy	Rev. James F. Zwemer
304	Osage	Cedar Valley Seminary	Alonzo Abernethy, A M., Ph.D
305	Pleasant Plain	Pleasant Plain Academy	C. E. Woody, A. B.
306	St. Ansgar	St. Ansgar Seminary and Institute	K. Lokensgard
307	Salem	Whittier College	Rev. Levi Gregory
308	Vinton	Tilford Collegiate Academy*	T. F. Tobin, A. M
309	Washington	Washington Academy	J. T. Matthews, A. M
310	Waukon	Sacred Heart Presentation Convent	Mother M. Presentation
311	Wilton Junction	Norton Normal and Scientific Academy	Stemen & Lang
	KANSAS.		
312	Atchison	Atchison Latin School	Carlton A. Foote
313	Eureka	Southern Kansas Academy	Rev. E. G. Lancaster, A. M.
314	Glen Elder	Grellet Academy	J. W. Marshall, B. S.

* Statistics of 1891-92.

and other private secondary schools—1892-93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Friends	1	2	20	13	0	0	....	....	....	....	37	50	5	3	5	3	500	260
Nonsect	2	1	59	75	....	....	40	35	50	9	15	25	15	11	30	18	15,396	261
Friends	3	3	62	55	1	1	1	3	6	0	43	45	....	....	1	7	300	262
Presb	1	4	0	76	0	0	0	4	0	0	4	21	0	2	....	....	2,000	263
Nonsect	2	0	21	0	0	0	....	....	....	....	10	0	2	0	2	0	.....	264
Nonsect	1	5	0	96	0	0	....	....	....	....	0	80	0	11	0	7	40	265
R. C	0	2	0	75	....	....	0	35	....	....	0	250	0	4	0	5	375	266
Epis	1	4	0	40	0	0	....	....	....	....	0	16	....	....	0	4	200	267
Epis	0	2	0	15	....	....	0	15	....	....	0	30	....	....	0	10	.....	268
P. E	1	1	47	0	0	0	6	0	8	0	6	0	3	0	3	0	600	269
Epis	0	1	12	5	....	....	12	5	....	....	10	7	2	3	2	3	100	270
R. C	0	7	0	100	....	....	0	35	....	....	0	156	0	8	....	....	4,975	271
Gen. Bapt	5	0	67	36	0	0	2	0	18	5	1	1	0	0	0	0	3,000	272
Friends	1	2	38	44	....	....	....	....	....	....	4	10	8	8	5	4	500	273
R. C	3	0	34	0	0	0	0	0	0	0	40	0	6	0	....	....	100	274
Nonsect	3	1	19	50	....	....	4	2	0	0	2	0	2	4	0	2	80	275
R. C	0	2	0	150	0	0	0	0	0	0	0	10	0	7	....	....	.....	276
Friends	2	2	54	41	0	0	....	....	....	....	0	0	7	3	....	....	2,000	277
R. C	2	5	10	16	....	....	7	16	....	....	.....	.....	....	....	.....	.....	200	278
.....	1	1	20	40	1	0	2	0	48	0	.....	.....	....	....	5	3	300	279
Bapt	2	3	36	31	....	....	....	....	....	....	15	10	3	0	....	....	700	280
Presb	3	0	47	0	0	0	10	0	10	0	60	0	0	0	....	....	1,000	281
Meth. So	3	4	80	60	0	0	....	....	....	....	28	32	0	1	2	1	.....	282
Cong	2	1	14	7	0	0	3	0	0	0	63	85	1	2	1	0	300	283
Presb	0	2	0	18	0	0	0	6	0	0	0	41	0	3	....	....	800	284
Friends	2	2	50	26	....	....	3	3	....	....	15	19	1	0	3	0	300	285
Nonsect	1	1	11	11	....	....	1	1	5	8	11	6	0	0	0	0	300	286
R. C	0	2	5	30	0	0	0	0	0	0	30	50	0	4	0	0	90	287
Presb	2	1	30	13	....	....	20	8	15	0	10	43	10	1	7	1	500	288
R. C	4	0	90	0	0	0	0	0	0	0	0	0	3	0	0	0	3,000	289
P. E	0	7	0	50	....	....	0	6	....	....	0	40	0	8	0	8	800	290
.....	1	1	44	39	....	....	....	....	....	....	212	168	9	0	....	....	.....	291
Cong	1	2	25	20	0	0	3	0	0	0	0	0	2	9	1	0	400	292
Nonsect	0	2	0	14	0	0	0	0	0	0	0	3	0	0	0	0	200	293
R. C	6	0	125	0	0	0	0	0	50	0	0	0	5	0	0	0	3,000	294
R. C	0	1	4	9	....	....	....	....	....	....	80	100	1	3	0	0	125	295
Nonsect	0	1	17	14	....	....	3	1	....	....	15	16	3	3	4	3	300	296
Cong	3	1	34	38	0	0	6	2	....	....	4	4	0	1	1	1	300	297
Nonsect	5	5	175	120	....	....	10	12	20	15	0	0	20	13	20	15	300	298
.....	4	6	137	136	....	....	4	8	6	6	5	7	2	6	1	0	500	299
Friends	1	1	15	14	0	0	2	3	0	0	25	3	3	4	2	3	500	300
Christian	2	1	17	7	0	0	5	0	3	1	20	12	6	8	....	....	.....	301
Friends	2	1	27	23	0	0	....	....	....	....	6	7	0	0	4	4	260	302
Reformed	3	1	46	20	....	....	44	15	....	....	0	0	5	6	4	2	2,500	303
Bapt	3	4	80	60	0	0	7	5	....	....	15	5	4	4	4	1	.....	304
Friends	1	1	16	15	0	0	0	0	4	2	37	20	2	2	1	0	600	305
Lutheran	5	0	104	41	....	....	8	2	....	....	0	0	8	1	....	....	300	306
Friends	1	1	22	20	0	0	....	....	....	....	0	0	0	1	....	....	.....	307
.....	4	4	183	138	....	....	....	....	....	....	12	7	....	....	13	8	1,000	308
Nonsect	3	1	73	75	0	0	0	0	0	0	0	0	7	4	....	....	.....	309
R. C	0	2	10	25	0	0	3	1	....	....	35	45	....	....	....	....	.....	310
Nonsect	2	1	71	20	0	0	20	30	20	21	0	0	....	....	....	....	.....	311
.....	1	1	8	13	....	....	....	....	....	....	....	....	....	....	....	....	.....	312
Cong	3	3	23	35	0	0	0	1	3	3	18	15	2	4	....	....	1,000	313
Friends	1	0	8	7	0	0	0	0	0	0	14	27	1	0	1	0	600	314

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	KANSAS—continued.		
315	Halsted	Mennonite Seminary	Rev. Cornelius H. Wedel
316	Hesper	Hesper Academy	Theodore Reynolds, A. M
317	Hiawatha	Hiawatha Academy	Alton H. Cowles, B. A
318	Lincoln	Kansas State Christian College	Rev. E. Cameron
319	McPherson	McPherson College	S. Z. Sharp, LL. D
320	Morrill	Morrill College*	E. B. Hutchins
321	North Branch	North Branch Academy	Henry H. Townsend, B. S
322	Osage	St. Ann's Academy*	Mother Mary Catharine
323	Salina	St. John's School	Walter M. Jay, A. M., head master.
324	Stockton	The Stockton Academy	Rev. F. E. Sherman
325	Tonganoxie	Tonganoxie Friends' Academy	O. E. Dixon
326	Washington	Washington Friends' Academy	H. C. Fellow, A. M., Ph. D
327	Wichita	Lewis Academy	James M. Naylor, Ph. D
	KENTUCKY.		
328	Bardstown	Male and Female Institute	R. H. Stone
329	Bremen	Bremen College and Perryman Institute.	I. C. M. Elenberger, B. S
330	Buffalo	East Lynn College	H. C. Wilson
331	Burkesville	Alexander College	M. A. Co'ton
332	Cadiz	Cadiz High School	H. O. Snow
333	Cecilian	Cecilian College*	H. A. Cecil, president
334	Columbia	Male and Female High School and Business College.	W. H. Carney, B. S
335	Covington	Notre Dame Academy	Sister Superior
336	do	Rugby Preparatory School	K. J. Morris, A. M
337	Cynthiana	Smith's Classical School	N. F. Smith
338	Elkton	Vanderbilt Training School	R. E. Crockett, B. A
339	Gethsemane	Gethsemane College	D. Beaufort, B. S
340	Greenville	Greenville College (ladies and young men).	Mrs. Sarah T. Hall
341	Harrodsburg	Harrodsburg Academy*	J. H. Strickling
342	Henderson	Henderson Female Seminary	Miss Susan Starling Towles
343	do	Henderson High School	Miss Annie Starling
344	Hickman	Hickman College*	W. E. Lumley, Ph. B
345	Jackson	Jackson Collegiate Institute	Eugene P. Mickel, M. A., D. D.
346	La Grange	The Funk Seminary*	John W. Selph
347	Lexington	Alleghan Academy	A. M. Gordon
348	do	St. Catherine's Female Academy	Mother M. Cleophas
349	Louisville	Kentucky Home School	Miss Belle S. Peers
350	do	Louisville Training School for Boys	H. K. Taylor
351	Maysville	Hayswood Seminary	John S. Hays, D. D
352	Mount Sterling	Goodwin's Male High School	M. J. Goodwin
353	do	Kentucky Training School	C. W. Fowler
354	Nazareth	Nazareth Literary and Benevolent Institution.	Mother Helena Tormey
355	Owingsville	Bath Seminary	R. J. Babbitt
356	Paris	Miss Tipton's Select School	Miss Maria S. Tipton
357	do	W. L. Yerkes's Private School	W. L. Yerkes
358	Pikeville	Pikeville Collegiate Institute	Miss Katharine B. Vreeland
359	Princeton	Princeton Collegiate Institute	Rev. J. Shepard Bingham
360	Russellville	Miss Sevier's School	Miss Elizabeth Sevier
361	St. Joseph	St. Joseph's Academy	Mother M. Florence
362	Sharpsburg	Sharpsburg Male and Female Academy	Miss Fannie B. Talbot
363	Shelbyville	Sampson and Scearce Academy	Geo. L. Sampson and Geo. S. Scearce.
364	do	Science Hill School	W. T. Poynter, D. D
365	Slaughterville	Van Horn Institute	Leon B. Henry
366	Sturgis	Sturgis High School	C. B. Hatfield
367	Taylorsville	Spencer Institute	Rev. Geo. C. Overstreet
368	Vanceburg	Riverside Seminary*	Lawrence Rolfe
369	Versailles	Rose Hill Seminary*	Mrs. G. B. Crenshaw

* Statistics of 1891-92.

and other private secondary schools—1892-93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Mennonite ..	2	0	36	17	....	....	....	....	....	....	8	7	5	3	....	....	100	315
Friends	1	1	22	13	0	0	0	0	1	0	16	4	3	2	0	0	400	316
Nonsect	2	2	61	54	1	1	12	10	8	9	6	7	7	6	4	3	400	317
Christian ...	2	2	39	25	....	....	2	1	5	4	12	10	....	....	....	....	1,000	318
Dunkard	8	6	172	191	0	0	3	1	45	39	0	0	4	5	....	....	1,200	319
Bapt	2	0	6	4	0	0	4	1	0	0	28	37	0	1	0	2	.....	320
Friends	2	2	25	13	0	0	....	....	....	....	9	19	1	2	1	1	100	321
R. C.....	0	5	0	30	0	0	0	0	0	0	0	40	0	0	0	1	1,600	322
P. E.....	6	0	38	0	0	0	9	0	6	0	11	0	3	0	....	....	500	323
Cong	1	2	17	42	1	0	3	1	0	3	12	27	5	8	1	0	800	324
Friends	2	1	45	30	0	0	....	....	....	....	12	10	0	4	....	....	400	325
Friends	5	3	60	59	0	0	2	0	0	2	38	45	15	2	2	2	500	326
Presb	2	2	58	52	0	0	19	6	25	20	60	64	6	5	6	3	300	327
Bapt	2	2	26	20	0	0	....	....	....	....	14	6	0	1	....	....	.....	328
Meth.....	3	2	37	16	0	0	4	1	5	0	43	31	0	0	0	0	.....	329
Nonsect.....	2	2	30	20	0	0	4	0	10	6	40	30	....	....	....	....	250	330
Presb	1	1	26	33	....	....	2	3	....	....	11	7	....	....	....	....	.....	331
Nonsect.....	2	2	25	35	0	0	0	0	4	6	12	13	0	0	0	0	1,000	332
R. C	6	0	50	0	0	0	10	0	....	....	50	0	12	0	12	0	.....	333
Presb	3	2	28	43	0	0	21	5	4	9	41	27	0	1	0	0	.....	334
R. C.....	0	5	0	20	0	0	0	0	0	0	37	40	0	0	0	0	.....	335
Nonsect.....	1	0	8	0	0	0	6	0	2	0	10	0	0	0	0	0	100	336
.....	1	1	31	17	0	0	20	5	....	....	25	10	....	....	25	2	500	337
M. E. So	1	0	42	1	0	0	20	0	....	....	0	0	0	0	0	0	50	338
R. C.....	7	0	84	0	....	....	16	0	13	0	42	0	25	0	17	0	5,000	339
M. E. So	1	2	19	20	0	0	0	0	0	0	26	26	2	0	0	0	200	340
Christian ...	1	3	45	20	....	....	15	5	12	8	15	20	4	2	....	....	200	341
Nonsect.....	1	4	0	37	0	0	0	0	0	0	0	26	0	8	0	0	250	342
.....	1	3	57	48	0	0	....	....	....	....	0	0	6	6	....	....	400	343
Nonsect.....	2	5	30	35	0	0	....	....	....	....	130	140	....	....	2	2	50	344
Presb	4	2	89	69	0	0	35	22	....	....	27	19	0	1	....	....	1,500	345
Nonsect.....	2	2	42	31	0	0	5	3	13	7	38	22	2	2	2	4	300	346
Nonsect.....	1	0	23	0	0	0	22	1	1	0	10	0	....	....	....	....	500	347
R. C.....	0	2	0	17	....	....	....	....	....	....	42	95	0	1	....	....	650	348
Epis	0	2	0	54	....	....	....	....	....	....	0	20	0	8	....	....	.....	349
Nonsect.....	2	2	43	2	0	0	6	0	5	0	5	3	....	....	3	0	500	350
Nonsect.....	1	3	0	28	0	0	0	6	0	0	6	16	0	1	0	0	1,000	351
Nonsect.....	2	0	28	0	....	....	16	0	2	0	0	0	6	0	6	0	120	352
Nonsect.....	5	0	76	15	0	0	....	....	76	15	0	0	4	0	0	0	200	353
R. C.....	0	5	0	76	....	....	0	2	....	....	0	32	0	7	....	....	5,000	354
Nonsect.....	1	1	20	20	....	....	3	3	2	3	30	30	0	....	....	....	.....	355
Nonsect.....	0	2	0	21	0	0	0	0	0	15	0	15	6	7	0	5	500	356
Nonsect.....	1	0	36	0	0	0	15	0	11	0	0	0	6	0	6	0	.....	357
Presb	1	1	9	4	0	0	0	0	4	3	65	43	0	0	0	0	100	358
Presb	2	2	23	25	0	0	3	0	1	0	19	20	3	3	2	0	2,000	359
Epis	0	1	7	8	....	....	....	....	....	....	7	1	....	....	....	....	.....	360
R. C.....	0	2	0	12	0	0	0	0	0	0	0	63	0	4	0	1	.....	361
Nonsect.....	1	2	11	19	....	....	2	0	0	0	25	30	0	1	6	8	1,000	362
Nonsect.....	3	0	60	0	0	0	40	0	6	0	0	0	16	0	....	....	.....	363
M. E. So.....	1	9	2	168	0	0	1	25	....	....	10	26	0	2	0	2	2,000	364
Nonsect.....	1	1	24	25	0	0	....	....	10	12	20	15	3	2	1	0	55	365
Nonsect.....	1	1	22	23	0	0	1	1	....	....	10	7	0	0	0	0	200	366
Presb	2	2	20	20	0	0	5	0	0	0	5	5	0	1	0	0	.....	367
Nonsect.....	1	2	25	24	....	....	....	....	....	....	10	13	1	2	1	2	.....	368
Nonsect....	0	3	2	25	....	....	....	....	....	....	23	20	....	....	0	10	250	369

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	LOUISIANA.		
370	Arcadia	E. A. Seminary	R. A. Smith
371	Baton Rouge	St. Mary's School *	L. F. Smith
372	Jackson	Millwood Female Institute *	Miss M. McCalmont
373	Lafayette	Mount Carmel Convent	Sister Mary St. Patrick
374	Mount Lebanon	Mount Lebanon College	W. C. Robinson, M. A
375	New Iberia	Fasnacht Graded Institute	Miss Marie Louise Fasnacht
376	do	Mount Carmel Convent	Sister Incarnation
377	New Orleans	Carnatz Institute	Miss Leoine de Varenne
378	do	Columbian Institute *	Miss H. Fitz Gerald
379	New Orleans (429 Carondelet st.).	Dykers Institute	Miss Harriet V. Dykers
380	New Orleans (440-444 Camp st.).	Home Institute	Miss Sophie B. Wright
381	New Orleans	Markey-Picard Institute	Misses M. C. Markey, A. Picard
382	do	St. Isidore's College *	Rev. P. J. O'Connell, C. S. C
383	do	St. Joseph's Academy	Rev. Mother Colette
384	do	St. Joseph's Institute	Mrs. L. A. Fortier
385	do	Select School for Boys *	L. C. Ferrell
386	New Orleans (73 Coliseum st.).	University Preparatory School	T. W. Dyer
387	Opelousas	Immaculate Conception Academy	Sr. M. of St. Albina
388	do	Opelousas Female Institute	Mrs. M M. Hayes
389	Thibodeaux	Thibodeaux College	Bro. Suarez
390	Washington	Mount Carmel Convent	Mother Mary Elizabeth
391	Winsted	Gilbert Academy and Agricultural College.	Dr. W. D. Godman, H. J. Clements, M. D.
	MAINE.		
392	Athens	Somerset Academy	G. C. Sheldon, A. B
393	Bethel	Gould Academy	James D Merriman, A. B
394	Bucksport	East Maine Conference Seminary	Rev. A. F. Chase, Ph. D
395	Charleston	Higgins Classical Institute	C. C. Richardson, A. M
396	Cumberland Center	Greely Institute	Fairfield Whitney, A. B
397	Deering	St. Joseph's Academy *	Mother M. Teresa
398	Dresden Mills	Bridge Academy *	Geo. C. Sheldon
399	East Machias	Washington Academy *	Ivory H. Robinson
400	Farmington	Abbott Family School	A. H. Abbott, A. M
401	Foxcroft	Foxcroft Academy	E. L. Sampson, A. M
402	Gray	Pennell Institute	G. H. Larrabee, A. M
403	Hampden	Hampden Academy	Walter W. Poore, A. B
404	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M
405	Lewiston	Latin School (Nichols)	Ivory F. Frisbee
406	Limington	Limington Academy	William G. Lord
407	Monmouth	Monmouth Academy	E. Fenno Heath, B. M. E
408	Monson	Monson Academy	L. E. Moulton
409	Newcastle	Lincoln Academy	Samuel H. Erskine
410	North Anson	Anson Academy	F. G. Manson, A. M
411	North Bridgton	Bridgton Academy	Alvin C. Dresser, A. M
412	Pittsfield	Maine Central Institute	O. H. Drake
413	Presque Isle	St. John's School	John L. Holah, head master
414	Saco	Thornton Academy	Edwin P. Sampson, A. M
415	South Berwick	Berwick Academy	Geo. A. Dickey
416	South China	Erskine Academy	W. J. Thompson
417	Waterford	Douglass Seminary	Miss H. E. Douglass
418	Waterville	Coburn Classical Institute	James H. Hanson, LL.D
419	Wilton	Wilton Academy	T. R. Croswell, A. B
420	Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M
	MARYLAND.		
421	Ammendale	Ammendale Normal Institute	Bro. Romwald, president
422	Baltimore	The Baltimore Academy of the Visitation.	Sister Mary Bernardine Millard.
423	Baltimore (corner Cathedral and Preston sts.).	The Bryn Mawr School for Girls	Mrs. Mary Noyes Colvin
424	Baltimore (Cathedral and Mulberry sts.).	Calvert Hall	Brother Leonard

* Statistics of 1891-92.

and other private secondary schools—1892–93 —Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	2	1	38	12	0	0	1	11	0	0	16	19	0	0	1	3	400	370
Epis	0	3	0	16	0	0	0	0	0	4	0	10	0	1	0	5	0	371
Meth	0	2	0	40	0	0	0	0	.....	.....	10	20	.....	.....	0	3	200	372
R. C	1	3	25	53	0	0	.....	.....	.....	.....	25	47	0	1	0	3	700	373
Bapt	3	3	50	62	0	0	.....	.....	.....	.....	15	25	0	1	0	0	1,100	374
Nonsect	0	2	11	21	0	0	.....	.....	.....	.....	.....	.....	1	4	.....	.....	500	375
R. C	0	6	0	70	25	35	0	7	0	5	0	0	0	1	.....	.....	300	376
.....	0	2	0	25	.....	.....	.....	.....	0	10	0	15	0	2	0	0	500	377
.....	1	5	6	26	0	0	.....	.....	.....	.....	18	25	0	4	.....	.....	300	378
Nonsect	0	2	0	25	.....	.....	.....	.....	.....	.....	0	35	0	4	0	1	300	379
Nonsect	1	6	3	97	0	0	0	60	0	0	0	80	0	11	0	9	700	380
R. C	0	4	0	45	0	0	0	0	0	0	15	45	.....	.....	.....	.....	300	381
R. C	2	0	22	0	.....	.....	.....	.....	.....	.....	40	0	6	0	.....	.....	.....	382
R. C	0	5	0	48	0	0	.....	.....	.....	.....	0	150	0	1	.....	.....	4,500	383
Nonsect	0	4	0	50	0	0	0	5	0	0	.....	.....	0	5	0	5	500	384
.....	4	0	65	0	0	0	55	0	10	0	0	0	.....	.....	.....	.....	.....	385
Nonsect	1	2	42	0	.....	.....	2	0	.....	.....	58	0	12	0	7	0	.....	386
R. C	0	2	0	9	.....	.....	.....	.....	0	6	0	23	0	0	.....	.....	300	387
Nonsect	0	2	22	28	0	0	4	7	3	0	7	12	0	1	.....	.....	.....	388
R. C	2	0	56	0	0	0	.....	.....	.....	.....	40	0	4	0	.....	.....	.....	389
.....	0	2	0	11	0	0	0	0	0	0	0	37	0	0	0	0	205	390
Nonsect	1	1	10	4	10	4	6	2	0	0	100	96	8	6	0	0	1,200	391
Nonsect	1	1	24	16	0	0	10	0	6	0	6	4	6	4	0	0	200	392
Nonsect	1	3	40	50	.....	.....	4	6	.....	.....	0	0	0	6	0	2	700	393
M. E	4	7	149	113	0	0	31	5	6	0	0	0	23	17	4	2	5,250	394
Bapt	2	2	50	39	0	0	10	4	2	0	0	0	2	1	2	1	900	395
.....	2	3	24	30	.....	.....	0	1	2	0	5	3	3	4	2	1	775	396
R. C	0	3	0	20	0	0	0	0	0	0	0	20	.....	.....	0	5	140	397
Nonsect	0	1	50	10	0	0	10	0	2	0	0	0	4	0	4	0	20	398
.....	1	1	28	27	0	0	7	4	2	0	0	0	1	1	3	6	300	399
Nonsect	2	0	14	0	.....	.....	8	0	6	0	20	0	.....	.....	.....	.....	3,000	400
Nonsect	1	3	58	76	0	0	11	10	1	0	0	0	1	2	0	0	100	401
Nonsect	1	2	26	31	0	0	.....	.....	.....	.....	15	7	7	6	.....	.....	500	402
.....	1	1	18	13	.....	.....	7	17	7	0	34	45	1	2	1	0	200	403
Bapt	5	3	97	120	0	0	35	4	.....	.....	4	13	9	11	7	2	550	404
Free Bapt	1	1	50	8	.....	.....	50	8	.....	.....	0	0	9	5	9	5	.....	405
.....	1	1	46	40	.....	.....	5	1	1	0	3	1	1	6	1	0	200	406
Nonsect	1	1	43	32	0	0	0	0	3	3	7	8	4	3	.....	.....	800	407
.....	1	1	19	27	0	0	4	0	.....	.....	0	0	4	1	1	0	50	408
Cong	1	2	19	16	0	0	.....	.....	.....	.....	0	0	9	5	3	1	50	409
Nonsect	1	2	21	24	.....	.....	6	4	.....	.....	16	14	1	3	.....	.....	35	410
Cong	1	4	63	95	.....	.....	15	2	.....	.....	.....	.....	.....	.....	.....	.....	700	411
Free Bapt	3	5	80	70	.....	.....	30	2	.....	.....	0	0	9	8	5	1	800	412
Epis	1	2	12	13	.....	.....	12	13	.....	.....	.....	.....	4	3	.....	.....	.....	413
Nonsect	2	4	70	76	0	0	23	15	10	0	0	0	8	15	5	1	350	414
Nonsect	2	1	54	46	0	0	4	4	8	4	0	0	3	2	1	1	1,000	415
Nonsect	1	2	41	59	.....	.....	0	0	0	0	9	6	0	0	0	0	329	416
Cong	0	6	0	30	0	0	0	0	0	0	0	3	0	3	0	0	.....	417
Bapt	2	2	40	60	0	0	30	10	0	0	8	8	13	8	13	6	1,200	418
Nonsect	3	4	45	47	0	0	18	8	0	0	0	0	3	6	1	2	530	419
Nonsect	1	3	20	26	0	0	7	12	2	0	5	12	4	0	3	0	600	420
R. C	8	0	54	0	0	0	0	0	0	0	0	0	6	0	.....	.....	3,500	421
R. C	0	10	0	79	0	0	0	0	0	0	0	55	0	5	0	0	2,000	422
Nonsect	0	12	0	111	0	0	0	4	0	107	0	0	0	4	0	4	500	423
R. C	5	0	145	0	0	0	.....	.....	.....	.....	90	0	10	0	.....	.....	3,000	424

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	MARYLAND—continued.		
425	Baltimore (Highland Park).	Epiphany Apostolic College	D. Manley
426	Baltimore (1005 McCulloh st.).	Friends' Elementary and High School.	Eli M. Lamb
427	Baltimore (608 North Eutaw st.).	Gymnasium School	E. Deichman
428	Baltimore (870 Linden ave.).	School for Boys	Geo. G. Carey, A. M
429	Baltimore (909 Cathedral st.).	Wilford School	Mrs. Caroline Bullock
430	Brookeville	Brookeville Academy *	I. D. Warfield, A. M
431	Brunswick	Brunswick Seminary	J. J. Shenk, A. M
432	Charlotte Hall	Charlotte Hall School *	R. W. Silvester
433	Colora	West Nottingham Academy	John G. Conner, A. M
434	College of St. James	College of St. James Grammar School.	Henry Onderdonk
435	Cumberland	Allegany County Academy	J. Shiles Crockett
436	Damestown	Andrew Small Academy	William Nelson
437	Elkton	Elkton Academy	George A. Steele, A. M
438	Elmba	Notre Dame of Maryland	Sister Mary Meletia
439	Frederick	Frederick College	Lucian S. Tilton
440	McDonogh	The McDonogh School	Duncan C. Lyle
441	Reisterstown	The Hannah More Academy	Rev. Arthur J. Rich, A. M., M. D., rector.
442	Rockville	Rockville Academy	W. P. Mason
443	St. George	St. George's Hall for Boys	James C. Kinear, A. M
444	St. Marys City	St. Mary's Female Seminary	Mrs. A. E. Thomas-Lilburn
445	Sykesville	Springfield Institute	Mr. and Mrs. Juan C. Weems
446	Union Bridge	Union Bridge High School	Miss Mattie M. Miller
447	Unionville	Unionville Academy and Normal Institute.	N. Penick
	MASSACHUSETTS.		
448	Amherst	Mount Pleasant Institute	William R. Nash, A. M
449	do	Select Family School	Mrs. R. G. Williams
450	Andover	Abbot Academy	Miss Laura S. Watson
451	do	Phillips Academy	Cecil F. P. Bancroft
452	do	Punchard Free School *	Frank O. Baldwin
453	Auburndale	Riverside (Wellesley Preparatory) School.	Miss Delia T. Smith
454	Ashburnham	Cushing Academy	Henry S. Cowell, A. M
455	Bernardston	Powers Institute	Francis S. Buck, M. S
456	Billerica	Howe School	Samuel Tucker
457	do	Mitchell's Boys' School	M. C. Mitchell
458	Boston (Berkeley and Boylston sts.).	Berkeley School	Taylor, DeMeritte, and Hagar
459	Boston (Back Bay, Berkeley st.).	Boston Academy of Notre Dame	Sister Frances, of the Sacred Heart.
460	Boston (5 Chester square).	Boston Academy of the Sacred Heart.	Madame Adelaide Grugan
461	Boston (5 Otis place)	Hale's Private School for Boys	Albert Hale
462	Boston (18 Newbury st.)	Home and Day School for Young Ladies.	Miss Frances V. Emerson
463	Boston (112 Newbury st.)	Misses Hubbard's School for Girls	Miss Mary L. Hubbard
464	Boston (68 Chester square).	Miss Ireland's School	Miss Catharine I. Ireland
465	Boston (97 Beacon st.).	Private Classical School	G. W. C. Noble and James J. Greenough.
466	Boston (64 Commonwealth ave.).	School for Girls	Miss Catharine J. Chamberlayne.
467	Boston (21 Marlboro st.).	Mrs. and Miss Wesselhoeft's Home and Day School for Girls.	Mrs. Selma Wesselhoeft
468	Bradford	Bradford Academy*	Miss Annie E. Johnson, Miss Ida Allen.
469	do	Carleton School	Isaac N. Carleton
470	Brimfield	Hitchcock Free High School	Geo. W. Earle
471	Cambridge (79 Brattle st.).	The Cambridge School for Young Ladies.	Arthur Gilman, A. M., director

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
R. C	2	0	53	0	....	....	....	....	....	....	0	0	7	0	....	....	600	425
Friends	7	7	61	58	0	0	....	....	....	....	71	55	2	2	3	5	3,500	426
.....	5	2	75	0	0	0	50	0	25	0	0	0	15	0	10	0	.....	427
Nonsect	4	0	74	0	0	0	....	....	....	....	0	0	....	....	5	0	.....	428
Nonsect	0	2	0	40	....	....	....	....	....	....	10	30	0	1	....	....	200	429
Nonsect	2	2	15	7	0	0	5	0	3	0	12	2	....	....	....	....	1,000	430
Luth	1	2	3	31	0	0	....	....	....	....	20	16	0	0	0	0	200	431
Nonsect	2	0	72	0	0	0	12	0	10	0	8	0	12	0	5	0	5,000	432
Nonsect	1	1	38	0	0	0	1	0	5	0	0	0	3	0	1	0	200	433
P. E	3	0	28	0	....	....	22	0	....	....	0	0	....	....	....	....	10,000	434
Nonsect	1	1	22	21	0	0	....	....	....	....	12	14	0	0	0	0	0	435
Nonsect	1	2	10	8	0	0	....	....	....	....	16	12	0	0	0	0	0	436
Nonsect	1	1	39	35	0	0	2	2	1	0	0	0	2	2	1	1	.....	437
R. C	0	3	0	101	0	0	....	....	....	....	0	50	0	4	....	....	.....	438
.....	2	0	34	0	0	0	15	0	0	0	44	0	0	0	....	....	3,000	439
Nonsect	4	0	76	0	0	0	0	0	0	0	61	0	15	0	0	0	2,900	440
P. E	1	7	0	53	0	0	0	0	0	0	0	22	0	10	0	0	300	441
Nonsect	2	0	52	0	0	0	....	....	....	....	0	0	....	....	....	....	300	442
Epis	3	0	35	0	0	0	4	0	5	0	0	0	6	0	9	0	.....	443
.....	0	4	0	41	0	0	0	0	0	0	0	0	0	1	0	0	500	444
Nonsect	1	2	15	15	....	....	0	1	0	0	6	6	....	....	....	....	300	445
.....	0	1	8	15	0	0	0	0	0	0	2	3	3	7	....	....	200	446
Nonsect	1	2	8	9	0	0	2	0	....	....	4	0	....	....	....	....	.....	447
Nonsect	1	0	11	0	....	....	1	0	5	0	3	0	3	0	....	....	500	448
Nonsect	3	0	0	12	0	0	0	2	0	1	0	2	0	0	0	0	1,000	449
Nonsect	0	9	0	90	0	0	0	10	0	15	....	....	0	12	0	0	4,000	450
Nonsect	16	0	445	0	5	0	257	0	188	0	0	0	89	0	89	0	3,000	451
Nonsect	1	3	40	65	1	0	5	8	2	0	0	0	1	2	3	3	300	452
Nonsect	0	6	0	31	0	0	....	....	....	....	0	0	0	1	0	4	800	453
Nonsect	5	5	111	132	0	0	21	12	12	16	11	5	9	19	7	7	2,500	454
Nonsect	2	2	30	40	0	0	0	1	....	....	0	0	1	5	....	....	7,000	455
Nonsect	1	1	16	23	0	0	2	0	....	....	0	0	4	6	2	0	200	456
Nonsect	2	1	17	0	0	0	2	0	4	0	8	0	....	....	....	....	200	457
Nonsect	5	3	83	43	0	0	29	15	25	0	17	4	18	12	9	8	.....	458
R. C	0	8	0	75	0	0	0	0	0	0	0	100	0	7	0	7	2,000	459
R. C	0	2	0	80	0	0	0	0	0	0	0	0	0	0	0	0	1,500	460
Nonsect	4	0	46	0	0	0	4	0	40	0	0	0	10	0	5	0	.....	461
Nonsect	0	8	0	33	....	....	....	....	....	....	0	0	0	0	0	0	.....	462
Nonsect	0	3	0	20	0	0	0	0	0	0	0	0	0	4	....	....	500	463
Nonsect	1	5	0	22	0	0	0	2	0	0	0	0	....	....	....	....	1,000	464
Nonsect	2	0	60	0	....	....	58	0	2	0	0	0	12	0	12	0	.....	465
Nonsect	1	5	0	13	0	0	0	0	0	1	0	0	0	0	0	0	800	466
Nonsect	1	5	0	30	0	0	0	0	0	0	0	5	0	10	0	0	1,100	467
Nonsect	0	12	0	162	0	0	0	0	0	0	0	8	0	0	0	21	5,000	468
Cong	1	1	15	0	0	0	2	0	2	0	0	0	....	....	2	0	.....	469
Nonsect	2	2	30	45	0	0	3	5	....	....	0	0	0	6	0	0	5,000	470
Nonsect	1	12	0	83	0	0	0	0	0	0	0	26	0	0	....	....	.....	471

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	MASSACHUSETTS—continued.		
472	Cambridge (13 Buckingham st.).	Private School for Boys and Girls	Miss K. V. Smith
473	Cambridgeport (123 Inman st.).	Day and Family School for Boys	Joshua Kendall
474	Concord	Concord Home School	James S. Garland
475	Conway	Mrs. Perry's Family School	Mrs. H. D. Perry
476	Danvers	The Willard Home School	Mrs. Sarah M. Merrill
477	Dorchester	Shawmut School	Miss Ella G. Ives
478	Dudley	Nichols Academy	Alfred G. Collins, A. M.
479	Duxbury	Partridge Academy	Thos. H. H. Knight
480	.....do	Powder Point School	Frederick B. Knapp
481	Easthampton	Williston Seminary	Rev. Wm. Gallagher, Ph. D.
482	East Northfield	Northfield Seminary	Miss Evelyn S. Hall, B. A.
483	Everett	Home School for Young Ladies	Mrs. A. P. Potter
484	Franklin	Dean Academy	L. L. Burrington, A. M.
485	Great Barrington	Housatonic Hall	Mrs. F. M. Warren
486	Greenfield	Prospect Hill School for Girls	James Challis Parsons
487	Groton	Groton School	Rev. Endicott Peabody, LL. M
488	Groton	Lawrence Academy	Alfred O. Tower, A. M.
489	Hadley	Hopkins Academy	Alfred C. Thompson, B. A.
490	Harvard	Bromfield School	Lillie N. Frost
491	Hatfield	Smith Academy	Sanford L. Cutler
492	Hingham	Derby Academy	Geo. Herbert Chittenden
493	Marion	The Tabor Academy	Clark P. Howland
494	Middleboro	Eaton School	Amos H. Eaton
495	Milton (Centre st. and Randolph ave.)	Milton Academy	Harrison O. Apthorp, A. M.
496	Monson	Monson Academy	Dana Marsh Dustan, A. M.
497	Mount Hermon	Mount Hermon Boys' School	Henry F. Cutler, B. A.
498	Nantucket	Admiral Sir Isaac Coffin's Lancasterian School.	Edmund B. Fox
499	New Bedford	Friends' Academy	Thomas H. Eckfeldt
500	New Salem	New Salem Academy	Emerson L. Adams
501	Newton	Cutler's Preparatory School	Edward H. Cutler
502	Northampton	The Mary A. Burnham School*	B. T. Capen
503	Norton	Wheaton Female Seminary	Miss A. Ellen Stanton
504	Plymouth	Knapp's Home School for Boys	Mrs. F. N. Knapp
505	Roxbury (36 Waverly st.)	Miss Curtis's Private School	Miss Elizabeth Curtis
506	Roxbury	Notre Dame Academy	Sister Aloyse
507	Shelburne Falls	Arms Academy	Aivah M. Levy
508	Sherborn	Sawin Academy and Dowse High School.	J. Francis Allison, A. B.
509	Southboro	St. Mark's School	Wm. E. Peck
510	South Braintree	The Thayer Academy	J. B. Sewall
511	South Byfield	Dummer Academy	J. W. Perkins
512	Springfield	"The Elms"	Miss Charlotte W. Porter
513	.....do	Magnolia Terrace	John McDuffie
514	Taunton	Bristol Academy	Wm. F. Palmer, A. M.
515	Waltham	Waltham New Church School*	Benj. Worcester
516	Wellesley	Dana Hall	Miss Julia A. Eastman, Miss Sarah P. Eastman.
517	.....do	Wellesley Home School for Boys	Edw. A. Benner
518	West Bridgewater	Howard Seminary	Horace Mann Willard, D. Sc.
519	Westford	Westford Academy	Wm. E. Frost, A. M.
520	West Newton	English and Classical School	Nath'l T. Allen
521	Wilbraham	Wesleyan Academy	Wm. Rice Newhall, A. M., (Rev.).
522	Winchendon	Murdock School	F. M. Collester
523	Worcester	The Dalzell School	John W. Dalzell
524	.....do	The Highland Military Academy	Joseph Alden Shaw, A. M.
525	.....do	Home School	Miss Ella A. Kimball
526	.....do	School for Young Ladies and Children.	Mrs. Mary J. Throop
527	.....do	The Worcester Academy	D. W. Abercrombie, A. M.

* Statistics of 1891-92.

and other private secondary schools—1892-93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	1	2	12	9	0	0	12	9	0	0	13	1	2	2	2	2	.....	472
Nonsect	0	1	14	0	0	0	10	0	1	0	6	0	2	0	3	0	0	473
Nonsect	4	0	25	0	0	0	24	0	3	0	2	0	4	0	2	0	200	474
Nonsect	0	3	0	17	0	0	0	6	0	9	0	0	0	8	0	8	.....	475
Nonsect	0	4	0	23	0	0	0	0	0	8	0	4	0	0	0	0	300	476
Nonsect	1	2	0	11	.....	.....	0	2	.....	.....	0	5	.....	.....	.....	.....	.....	477
Nonsect	2	2	37	40	0	0	3	2	4	6	0	0	0	2	0	1	2,000	478
.....	1	1	21	35	0	0	0	0	0	0	6	10	1	4	0	0	150	479
Nonsect	4	0	18	0	0	0	3	0	15	0	11	0	2	0	1	0	1,000	480
Nonsect	9	0	138	0	0	0	52	6	30	0	0	0	14	0	14	0	3,000	481
Nonsect	2	23	0	361	0	4	.....	.....	.....	.....	0	0	0	27	0	5	4,600	482
Bapt	0	1	0	25	.....	.....	0	10	0	5	0	20	0	4	.....	.....	700	483
Univ	3	5	65	76	0	0	9	3	21	15	0	0	0	13	6	6	1,237	484
Cong	0	1	0	25	.....	.....	0	0	0	1	0	2	0	3	0	1	.....	485
Nonsect	2	5	0	33	0	0	0	3	0	0	0	1	.....	.....	0	1	.....	486
P. E	10	0	102	0	0	0	.....	.....	.....	.....	0	0	8	0	8	0	2,500	487
Nonsect	2	2	19	15	1	0	6	1	3	0	0	0	3	7	4	0	2,000	488
Nonsect	2	2	38	34	0	0	10	11	5	0	0	0	2	9	0	4	315	489
Nonsect	0	1	8	10	0	0	2	4	2	0	0	0	1	1	0	0	2,600	490
Nonsect	1	2	8	25	0	0	1	2	.....	.....	6	6	0	0	0	0	300	491
Nonsect	2	1	8	12	0	0	0	0	0	0	0	0	0	2	0	0	.....	492
Nonsect	4	3	39	21	0	0	10	5	2	0	6	4	7	13	7	5	805	493
Unitarian	1	3	38	10	0	0	0	1	2	0	2	2	.....	.....	.....	.....	.....	494
Nonsect	6	3	48	19	0	0	47	19	1	0	28	15	4	3	4	2	1,000	495
Nonsect	2	3	65	47	1	0	14	15	6	0	0	0	5	13	3	2	1,647	496
Christian	7	6	228	0	1	0	89	0	33	0	180	0	22	0	9	0	3,748	497
Nonsect	1	2	13	32	0	0	2	4	3	0	3	10	3	14	2	1	1,400	498
.....	3	4	22	33	.....	.....	15	4	3	0	3	7	2	6	.....	.....	1,000	499
Nonsect	1	1	15	10	0	0	2	3	0	0	0	0	1	1	0	1	.....	500
Nonsect	1	1	27	3	0	0	18	1	5	0	9	0	10	0	7	0	.....	501
Nonsect	4	14	0	125	0	0	0	7	0	5	0	0	0	20	0	20	2,500	502
Cong	0	10	0	73	0	0	.....	.....	0	1	0	13	0	2	0	0	4,000	503
Nonsect	2	1	8	3	0	0	1	0	1	0	5	1	.....	.....	.....	.....	.....	504
Nonsect	1	1	3	17	0	0	0	6	.....	.....	7	33	0	1	.....	.....	.....	505
R. C	0	3	0	30	.....	.....	.....	.....	.....	.....	0	64	.....	.....	.....	.....	2,000	506
Cong	2	2	51	46	0	0	1	3	5	9	0	0	7	7	1	1	50	507
Nonsect	1	1	17	5	0	1	1	1	2	0	7	2	0	0	0	0	50	508
P. E	8	0	104	0	.....	.....	90	0	14	0	0	0	24	(	18	0	2,000	509
Nonsect	4	1	34	60	0	0	9	10	16	3	6	10	2	6	2	6	756	510
Nonsect	1	0	24	0	0	0	4	0	2	0	0	0	0	0	6	0	500	511
Nonsect	0	4	1	44	0	0	1	23	.....	.....	6	9	0	7	.....	.....	2,500	512
Nonsect	1	4	0	40	0	0	0	1	0	0	0	29	0	11	0	2	500	513
Nonsect	3	3	50	29	.....	.....	.....	.....	.....	.....	12	10	.....	.....	.....	.....	.....	514
New Jerusalem Ch.	1	1	10	19	.....	.....	.....	.....	.....	.....	20	11	2	1	0	1	300	515
Nonsect	0	17	0	107	0	0	0	15	0	75	.....	.....	0	18	0	18	.....	516
Nonsect	2	0	12	0	.....	.....	7	0	5	0	5	0	.....	.....	2	0	700	517
.....	1	3	0	42	.....	.....	0	6	0	4	0	8	0	8	0	4	5,000	518
Nonsect	1	1	24	21	0	0	1	0	14	10	4	6	5	2	0	1	150	519
Nonsect	5	2	62	16	0	0	15	5	8	0	14	4	.....	.....	.....	.....	5,000	520
M. E	7	7	120	89	5	3	47	3	17	3	10	6	11	16	7	3	6,000	521
.....	3	4	58	60	0	0	5	2	7	5	20	20	14	11	3	1	300	522
.....	2	2	23	0	0	0	13	0	10	0	7	0	9	0	5	0	.....	523
Epis	6	0	41	0	.....	.....	5	0	1	0	1	0	4	0	.....	.....	800	524
Nonsect	0	4	0	40	.....	.....	0	6	.....	.....	0	10	0	12	0	6	300	525
Nonsect	0	4	0	13	.....	.....	0	2	.....	.....	0	3	.....	.....	.....	.....	1,500	526
Bapt	11	0	194	0	1	0	100	0	25	0	.....	.....	15	0	15	0	2,000	527

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	MICHIGAN.		
528	Adrian	Raisin Valley Seminary	T. W. White, B. S.
529	Benton Harbor	Benton Harbor College	Geo. J. Edgcumbe, A. M., Ph. D.
530	Detroit (15 and 17 Winder st.).	The Detroit School for Boys	Miss Mary Ekin Whitton
531	Detroit	The Detroit Seminary	Misses Cutcheon and Pope
532	Grand Haven	Akeley Institute	Mrs. J. E. Wilkinson
533	Grand Rapids	English and Classical School*	Miss Eva S. Robinson
534	do	School for Boys and Girls	Rev. Isaac Platt Powell
535	Kalamazoo	Michigan Female Seminary	Miss Kate Marie Alling, M. A.
536	Marquette	St. Joseph's Academy	Mother M. De Pazzi
537	Marshall	St. Mary's Academy	Rev. P. A. Baart, S. T. L
538	Monroe	do	Mother M. Clotilda
539	Orchard Lake	Michigan Military Academy	Col. J. Sumner Rogers, M. S. T., Superintendent.
540	Saginaw (West Side)	St. Andrew's Academy	Sister Mary Celestia
541	Spring Arbor	Spring Arbor Seminary	Rev. A. H. Stilwell, A. M.
	MINNESOTA.		
542	Albert Lea	Luther Academy*	L. S. Swenson
543	Duluth	The Hardy School	Miss Kate B. Hardy
544	Faribault	Bethlehem Academy	
545	do	Shattuck School*	Rev. James Dobbin, D. D.
546	Minneapolis (1313 Fourth st.)	Minneapolis Academy	Eugene D. Holmes, M. A.
547	Minneapolis	Stanley Hall*	Miss Olive Adele Evers
548	Minneapolis (414 Sixteenth ave., S.).	Wraaman's Academy	Wilhelm W. Wraaman*
549	Montevideo	Windom Institute	C. W. Headley, A. B.
550	Moorhead	Hope Academy	S. A. Challman, A. B.
551	Northfield	"The Academy" (Carleton College)	Frederick E. Stratton
552	Owatonna	Pillsbury Academy	James W. Ford
553	Red Wing	Red Wing Seminary	H. H. Bergsland
554	Rochester	Academy of Our Lady of Lourdes	Mother M. Matilda
555	St. Joseph	St. Benedict's Academy	Sister Pius
556	St. Paul (459 Portland av.).	Baldwin Seminary	Clinton J. Backus
557	St. Paul	Barnard School for Boys	Charles N. B. Wheeler, B. A.
558	Sauk Center	Sauk Center Academy	Lewis H. Vath
559	Willmar	Willmar Seminary	H. S. Hilleboe
	MISSISSIPPI.		
560	Ackerman	Ackerman Graded Normal School	W. H. Smith
561	Benbell	Mississippi Normal High School*	J. L. Langest
562	Binnsville	Fairview Male and Female College	Leonard L. Vann
563	Blue Springs	Blue Springs Normal College	W. R. Lewellen
564	Buena Vista	Phreno Normal College	G. T. Howerton
565	Byhalia	Waverly Institute	E. H. Randle, A. M.
566	Carrollton	Carrollton Female College	Z. T. Leavell
567	Cascilla	Cascilla High School	Prof. O. F. Lawrence
568	Chester	Chester Normal School*	W. H. Smith
569	Clinton	Mount Hermon Female Seminary	Miss Sarah A. Dickey
570	Columbia	Columbia High School	W. W. Rivers, A. M.
571	Deasonville	Deasonville High School*	Richard Gildart
572	Dixon	Dixon High School	O. Hunt
573	Eastfork	Mississippi Male and Female College*	J. J. Lee
574	Edwards	Southern Christian Institute	J. B. Lehman
575	Eupora	Eupora Normal School	D. Harmon
576	French Camp	French Camp Academy	Jas. A. Mecklin
577	Grenada	Grenada Collegiate Institute	Rev. Thos. J. Newell, A. M.
578	Hamlet	Jasper Normal High School	——Watson
579	Hebron	Hebron High School	F. L. Riley and W. H. Perry
580	Heidelberg	Heidelberg Institute	W. L. Murray
581	Hickory	Hickory Institute*	W. I. Thames
582	Hickory Flat	Hickory Flat Normal College	Wallis and Rose
583	Holly Springs	North Mississippi Presbyterian College.	Mrs. S. C. Brady

* Statistics of 1891–92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Friends	2	1	36	25	0	0	....	....	10	6	0	0	4	1	2	1	200	528
Nonsect	7	8	151	226	0	0	19	26	13	16	28	31	7	18	4	10	900	529
Nonsect	2	1	24	8	....	....	8	0	16	0	20	0	6	0	6	0	550	530
Nonsect	2	2	0	115	0	0	0	0	0	0	5	50	0	9	0	0	.....	531
Epis	1	4	0	33	0	0	....	....	....	....	0	16	0	0	0	0	500	532
Nonsect	0	3	11	49	....	....	2	5	....	....	4	10	....	....	....	....	.....	533
Nonsect	0	1	6	1	0	0	6	1	....	....	7	9	6	0	6	0	.....	534
Presb	0	6	0	53	0	0	0	1	0	1	0	0	0	4	0	0	2,000	535
R. C	0	2	0	40	....	....	....	....	....	....	150	220	0	4	....	....	400	536
R. C	0	3	5	34	0	1	0	0	0	0	40	45	0	0	0	0	550	537
R. C	0	2	0	37	0	0	0	0	0	0	0	128	0	2	....	....	2,541	538
Nonsect	8	0	136	0	....	....	9	0	50	0	19	0	24	0	16	0	.....	539
R. C	0	2	0	10	0	0	0	2	....	....	100	150	0	4	0	2	250	540
Free Meth	2	0	23	27	0	0	1	0	5	2	23	28	4	2	1	0	400	541
Luth	4	1	72	57	....	....	....	....	....	....	....	....	3	0	....	....	200	542
Nonsect	0	5	0	44	0	0	0	2	0	42	3	29	0	4	0	4	650	543
R. C	0	1	0	15	....	....	....	....	....	....	0	55	0	0	0	0	200	544
P. E	13	0	162	0	....	....	9	0	45	0	42	0	9	0	21	0	2,500	545
Nonsect	3	2	130	40	....	....	15	2	90	24	30	5	6	3	6	3	600	546
Nonsect	0	6	0	48	....	....	....	....	....	....	1	30	....	....	....	....	765	547
Nonsect	1	1	15	12	0	0	15	4	6	2	25	8	3	2	2	1	.....	548
Cong	2	2	20	16	0	0	3	1	6	2	75	69	3	0	3	0	140	549
Luth	3	1	51	13	....	....	1	0	....	....	25	10	1	1	1	0	500	550
Nonsect	4	5	60	72	0	0	16	5	12	7	0	0	6	10	28	12	.....	551
Bapt	3	3	96	91	0	0	....	....	....	....	33	28	9	7	7	3	.....	552
Luth	2	0	33	0	....	....	....	....	....	....	99	0	2	0	....	....	800	553
R. C	0	3	0	45	0	0	....	....	....	....	0	0	....	....	....	....	.....	554
R. C	0	10	0	97	0	1	....	....	....	....	0	60	0	0	....	....	2,000	555
Nonsect	2	3	30	47	0	0	2	0	5	6	8	12	0	6	0	4	1,500	556
Nonsect	2	0	8	0	0	0	3	0	3	0	6	0	1	0	1	0	250	557
Nonsect	2	0	60	10	....	....	....	....	12	0	60	20	7	2	....	....	400	558
Luth	1	1	9	5	....	....	4	2	8	0	....	....	6	2	....	....	.....	559
Nonsect	1	2	71	73	....	....	....	....	12	10	80	72	11	6	8	5	100	560
Nonsect	3	1	50	50	....	....	6	6	20	15	50	40	....	....	2	2	75	561
Nonsect	1	3	38	24	0	0	....	....	....	....	15	13	1	1	4	3	150	562
Nonsect	2	1	30	25	0	0	2	0	30	20	80	85	7	2	17	18	200	563
Nonsect	4	3	136	151	0	0	2	2	54	66	20	22	2	2	2	2	2,000	564
Nonsect	1	2	24	31	0	0	5	1	0	0	38	45	1	7	1	1	.....	565
Bapt	0	4	0	65	....	....	0	45	0	20	0	35	0	2	0	2	200	566
Nonsect	1	2	5	15	0	0	0	1	0	0	....	....	0	3	0	0	0	567
Nonsect	1	2	25	29	0	0	....	....	11	7	50	35	....	....	....	....	0	568
Nonsect	0	2	6	24	6	24	....	....	....	....	25	30	1	1	....	....	200	569
Nonsect	1	1	28	22	0	0	0	0	2	0	50	76	4	4	0	0	325	570
Nonsect	1	0	6	14	0	0	....	....	....	....	11	11	....	....	....	....	.....	571
Nonsect	1	1	19	13	0	0	0	0	8	4	23	25	0	0	0	0	40	572
Bapt	1	1	10	16	0	0	7	9	4	6	13	4	7	9	0	2	0	573
Christian	2	2	20	14	20	14	....	....	....	....	30	30	2	0	....	....	1,500	574
Nonsect	2	2	43	57	0	0	0	0	12	10	30	40	1	1	0	0	300	575
Presb. So	2	1	32	0	0	0	22	0	....	....	18	0	2	0	2	0	.....	576
Meth. So	1	6	0	92	0	0	0	0	....	....	12	16	0	6	....	....	200	577
Nonsect	2	0	40	36	....	....	....	....	....	....	....	....	0	0	....	....	60	578
Nonsect	2	1	50	45	0	0	3	2	15	10	20	15	0	0	0	0	750	579
Nonsect	1	1	4	5	0	0	....	....	....	....	41	30	0	0	....	....	0	580
Nonsect	1	2	21	22	0	0	1	0	2	0	30	25	1	0	1	0	.....	581
Nonsect	1	1	20	30	0	0	3	5	20	15	28	35	0	0	16	14	15	582
Presb	1	3	0	50	....	....	....	....	....	....	0	25	0	1	....	....	.....	583

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name and institution.	Name of principal.
	1	2	3
	MISSISSIPPI—continued.		
584	Houston	Mississippi Normal College*	H. B. Abernethy
585	Iuka	Iuka Normal College	H. A. Dean, A. M
586	Jackson	Millsaps College	Rev. W. B. Murrah, D. D
587	Jefferson	Jefferson High School	J. H. Doss
588	Kilmichael	Kilmichael Normal School*	W. N. Lewis
589	Kosciusko	Kosciusko Male and Female Institute	Miss Ellen McNulty
590	Kossuth	Kossuth High School	J. E. Austin
591	Liberty	Liberty Male and Female College	P. L. Marsalis
592	Meridian	Meridian Academy	John H. Brooks
593	Moss Point	Moss Point High School	Morrison H. Caldwell
594	Natchez	Cathedral Commercial School	Brother Gabriel
595	do	St. Joseph's School	Sister Genevieve
596	Nettleton	Providence Male and Female College*	M. B. Turman
597	Orwood	Orwood Institute*	John L. York
598	Oxwood	Warren Institute	Mrs. C. A. Lancaster
599	Paris	Paris Normal Academy	M. I. Bass, B. S., pres
600	Phœnix	Phœnix High School	H. C. McVille
601	Pickens	Pickens High School*	F. F. Phillips
602	Pittsboro	Male and Female College	C. B. Lisler
603	Pleasant Hill	Pleasant Hill Academy*	H. L. Keister
604	Pleasant Ridge	Pleasant Ridge Normal Academy	T. L. Gates
605	Roxie	Roxie Male and Female Institute*	W. M. Dunn
606	Sherman	Mississippi Normal Institute*	Davis and Langston
607	Tula	Tula Normal Institute	C. C. Hughes
608	Vaiden	Vaiden Male and Female Institute	J. S. Hudson, M. S
609	Verona	North Mississippi College*	L. B. Abell
610	Wall Hill	Wall Hill Academy*	Prof. Walter P. McCall
611	Walthall	Walthall Normal School*	H. H. Clark
612	Yale	Oakland Normal Institute	G. A. and J. T. Holley
	MISSOURI.		
613	Appleton City	Appleton City Academy	G. A. Theilmann
614	Ashley	Watson Seminary	H. L. Schoolcraft
615	Boonville	Cooper Institute	Anthony Haynes
616	do	Kemper Family School	T. A. Johnston, A. M
617	Butler	Butler Academy	J. McC. Martin, A. M., Ph. D
618	Caledonia	Bellevue Collegiate Institute	Nelson B. Henry
619	Cameron	Home School	Mrs. Tiernan
620	Chillicothe	St. Joseph's Academy	Mother Seraphine
621	Clarence	Macon District High School	Rev. P. D. Shultz
622	Clarksburg	Clarksburg College	Rev. H. T. Morton, A. M., D. D
623	do	Hooper Institute	J. N. Hooper
624	Clinton	Clinton Academy	E. P. Lamkin, A. M
625	College Mound	McGee College	J. H. Hatton, A. B., Pe. B
626	Concordia	St. Paul's College*	J. H. C. Kaeppel
627	Henderson	Henderson Academy	W. F. Foster
628	Holden	St. Cecilia's Seminary	Sister Mary Purification
629	Iberia	Iberia Academy	G. Byron Smith, A. M
630	Independence	Woodland College	Geo. S. Bryant
631	Kansas City (911 and 1001 McGee st.).	Educational Institute	C. G. Rathmann
632	Kidder	Kidder Institute	G. W. Shaw, M. A
633	Lexington	Wentworth Military Academy	Sanford Sellers, M. A
634	Liberty	Liberty Female College	Rev. F. Menefee
635	Louisiana	McCune College	E. W. Dow, Ph. D
636	Macon	St. James' Military Academy*	F. W. Bliss
637	Marionville	Marionville Collegiate Institute	John Turrentine
638	Maryville	Sacred Heart Convent*	Madame Gancé
639	Mexico	Missouri Military Academy	Col. A. F. Fleet
640	Mountain Grove	Mountain Grove Academy	Wm. H. Lynch
641	Mount Vernon	Mount Vernon Academy	B. D. Rowlee
642	Nevada	Cottey College	Mrs. V. A. C. Stockard
643	Odessa	Odessa College	J. A. Lee, M. S
644	Olney	Olney Institute*	W. F. Welty
645	Otterville	Otterville College*	J. V. Curlin
646	Palmyra	Centenary College	Charles R. Forster, A. M

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	4	3	108	108	....	....	14	8	12	20	97	110	14	8	10	4	425	584
Nonsect	3	1	45	63	0	0	0	0	0	0	113	135	10	9	0	0	500	585
Meth	3	0	90	0	....	....	40	0	20	0	60	0	....	....	....	....	3,000	586
Nonsect	0	1	6	6	....	....	1	0	....	....	....	....	....	....	....	....	....	587
Nonsect	2	1	30	35	0	0	0	0	1	0	25	35	1	0	2	0	500	588
Nonsect	0	3	14	27	0	0	....	....	....	....	16	18	0	0	....	....	....	589
Nonsect	1	0	20	12	0	0	4	5	0	0	8	9	0	1	0	1	....	590
Nonsect	2	0	16	32	....	....	....	....	5	0	28	35	0	7	2	0	....	591
M. E	1	2	18	10	....	....	10	13	....	....	20	23	6	5	....	....	60	592
Nonsect	1	2	44	45	0	0	7	5	5	4	21	20	3	4	2	2	150	593
R. C	2	0	40	0	0	0	2	0	9	0	110	0	9	0	9	0	900	594
R. C	0	3	0	15	....	....	....	....	....	....	0	65	0	0	0	0	0	595
....	0	2	79	64	....	....	5	3	7	6	80	77	3	0	3	0	500	596
Presb	0	1	8	20	0	0	2	5	....	....	25	28	0	0	0	0	50	597
Nonsect	0	2	12	16	....	....	4	0	....	....	6	4	....	....	4	0	....	598
Nonsect	1	1	20	40	0	0	0	0	0	0	40	45	2	1	4	2	100	599
Nonsect	1	0	10	14	0	0	....	....	....	....	28	22	0	1	0	1	0	600
Nonsect	2	1	13	14	....	....	....	....	....	....	25	20	9	8	3	4	....	601
Nonsect	1	1	15	15	....	....	3	5	....	....	48	53	....	....	....	....	....	602
....	1	2	12	21	....	....	8	4	....	....	50	30	....	....	....	....	....	603
M. E. So	1	1	18	26	....	....	....	....	7	2	....	....	....	....	....	....	....	604
Nonsect	1	2	17	18	17	18	18	12	5	0	45	55	....	....	....	....	....	605
Nonsect	3	2	75	50	0	0	8	10	10	5	60	45	0	0	5	4	1,200	606
Nonsect	2	0	41	37	0	0	....	....	14	16	60	65	18	16	18	16	400	607
Nonsect	1	1	20	21	0	0	6	7	....	....	18	21	2	3	2	3	0	608
....	1	1	33	17	....	....	....	....	....	....	15	18	16	14	16	14	1,000	609
Meth	1	1	6	8	0	0	....	....	6	8	16	20	0	0	0	0	100	610
Nonsect	1	0	8	12	0	0	....	....	....	....	25	35	....	....	1	4	200	611
Nonsect	1	1	30	33	0	0	6	0	....	....	55	47	7	5	15	12	700	612
Nonsect	2	1	20	26	....	....	....	....	7	6	51	49	3	1	3	1	88	613
Nonsect	1	1	35	40	....	....	....	....	....	....	0	0	0	0	....	....	500	614
Nonsect	1	1	37	14	....	....	7	6	....	....	4	16	2	3	2	0	500	615
Nonsect	4	0	40	1	0	0	3	0	0	0	15	0	2	0	2	0	1,500	616
Presb	2	1	43	28	0	0	....	....	....	....	10	5	1	1	0	0	200	617
M. E. So	2	3	44	30	0	0	20	15	....	....	49	36	2	1	....	....	900	618
....	0	2	10	25	....	....	3	4	2	0	15	10	....	....	....	....	....	619
R. C	0	1	0	30	0	0	0	10	0	15	0	25	0	6	....	....	120	620
M. E. So	1	1	61	109	....	....	20	30	....	....	24	26	....	....	....	....	250	621
Bapt	3	1	30	32	....	....	....	....	....	....	9	17	4	1	....	....	....	622
Nonsect	4	1	86	50	0	0	4	0	20	10	1	0	15	3	5	1	1,000	623
Nonsect	3	1	41	30	....	....	9	10	1	0	22	7	6	3	6	0	500	624
Nonsect	7	6	89	70	0	0	34	26	22	18	45	25	16	14	40	30	1,500	625
Gr. Ev. Luth	4	0	63	0	....	....	....	....	....	....	....	....	....	....	13	0	400	626
Nonsect	1	1	23	17	0	0	....	....	....	....	27	20	2	0	....	....	250	627
R. C	0	4	35	46	....	....	....	....	....	....	25	29	2	5	4	3	325	628
Cong	1	2	43	37	....	....	....	....	....	....	0	0	....	....	....	....	200	629
Christian	1	1	44	25	....	....	....	....	....	....	19	12	2	9	....	0	1,200	630
....	6	1	16	3	....	....	....	....	....	....	38	20	....	....	....	....	500	631
Cong	4	2	40	35	0	0	2	1	5	4	0	0	4	3	1	2	2,000	632
Nonsect	5	1	66	0	0	0	12	0	10	0	5	0	7	0	4	0	200	633
Nonsect	0	3	0	40	0	0	0	3	0	5	0	40	0	2	....	....	1,000	634
Bapt	1	1	15	5	....	....	15	5	15	5	9	15	3	3	3	3	500	635
Nonsect	4	0	30	0	0	0	4	0	12	0	12	0	3	0	3	0	300	636
M. E	2	2	88	63	....	....	8	0	18	7	0	0	8	4	8	4	750	637
R. C	0	4	0	43	....	....	....	....	....	....	0	77	....	....	0	9	2,000	638
....	8	0	117	0	....	....	25	0	35	0	6	0	9	0	8	0	1,200	639
....	3	1	71	54	....	....	10	6	....	....	174	188	5	8	....	....	215	640
Presb	2	1	24	24	....	....	5	1	....	....	23	25	4	4	4	2	25	641
Meth. So	0	2	0	80	0	0	....	....	....	....	10	20	0	6	0	1	400	642
Nonsect	2	3	37	59	0	0	10	15	20	25	9	10	2	6	0	0	200	643
Nonsect	1	3	4	10	0	0	0	0	0	0	27	38	0	0	1	2	93	644
Nonsect	3	1	35	35	0	0	0	0	0	0	45	35	0	0	1	4	350	645
M. E. So	3	4	65	90	....	....	52	86	....	....	17	18	2	3	....	....	600	646

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution	Name of principal.
	1	2	3
	MISSOURI—continued.		
647	Paynesville	Paynesville Institute	J. P. Boyd
648	Perry	Perry Institute*	Prof. French Strother
649	Pilot Grove	Pilot Grove Collegiate Institute	W. A. Godbey
650	Plattsburg	Plattsburg College	J. W. Ellis
651	St. Charles	Academy of the Sacred Heart *	L. Du Mont
652	St. Joseph	Sacred Heart Academy	Mme. A. M. Niederkorn
653	St. Joseph (NE. cor. 5th and Antoine sts.).	Young Ladies' Institute	Rev. Charles Martin, M. D.
654	St. Louis (1607-1617 S. Compton ave.).	Bishop Robertson Hall	Sister Superior
655	St. Louis (3812 Washington Boulevard).	Collegiate Institute	Miss Fannie H. Dodge
656	St. Louis	Educational Institute	J. Toensfeldt
657	do	Hosmer Hall	Misses Shepaid and Mathews.
658	do	Mary Institute*	Edmund H. Sears
659	do	Rugby Academy	Denham Arnold
660	do	Smith Academy	Joseph W. Fairbanks
661	do	Walther College	August C. Burgdorf
662	Sedalia	Mrs. Miller's Seminary	Mrs. R. T. Miller
663	South St. Louis (Meremec st.).	Academy of the Sacred Heart	Genevieve Ganci
364	Sparta	Sparta Private Normal	J. A. Presson
665	Sweet Springs	Marmaduke Military Academy	T. E. Spencer
666	Versailles	Versailles Academic and Normal Institute.	Geo. W. Innes
667	Weaubleau	Weaubleau Christian Institute	J. Whitaker, A. M
	MONTANA.		
668	Helena	St. Vincent's Academy*	Sister Mary Baptist
669	Miles City	Ursuline Convent of the Sacred Heart.	Ursuline Sisters
670	Missoula	Providence of the Sacred Heart	Sister Mary
	NEBRASKA.		
671	Beatrice	Blake School	Henry N. Blake
672	Chadron	Chadron Academy	Rev. Frank L. Ferguson
673	Crete	German Seminary (Theological)	E. G. L. Maunhardt
674	Franklin	Franklin Academy	Alexis C. Hart, A. M.
675	Grand Island	Grand Island College	Rev. A. M. Wilson, Ph. D.
676	Hastings	Hastings College	Rev. W. F. Ringland, D. D.
677	Kearney	Platte Collegiate Institute	Clarence Albert Murch
678	Omaha (Park Place)	Academy of Sacred Heart*	Sister Rose Mary Conway
679	Omaha	Brownell Hall	Robert Doherty
680	Orleans	Orleans College	C. E. Harroun, jr
681	Pawnee City	Pawnee City Academy	H. W. Speer
682	Wahoo	Luther Academy	S. M. Hill
683	Weeping Water	Weeping Water Academy	George Hindley
684	York	School of the Holy Family	Superioress of Ursuline Convent.
	NEW HAMPSHIRE.		
685	Andover	Proctor Academy	James F. Morton, A. M.
686	Canterbury	Kezer Seminary	H. W. Small
687	Center Strafford	Austin Academy*	Alvin E. Thomas, A. M.
688	Colebrook	Colebrook Academy*	James Monohon
689	Concord	St. Mary's School	Miss Elizabeth M. Montague Gainforth.
690	do	St. Paul's School	Rev. Henry A. Coit, D. D.
691	Derry	Pinkerton Academy	G. W. Bingham
692	Exeter	Phillips Exeter Academy	Charles Everett Fish, A. M.
693	do	Robinson Female Seminary	George N. Cross, A. M.
694	Francestown	Francestown Academy*	C. E. Montague
695	Gilmanton	Gilmanton Academy	Samuel W. Robertson
696	Hampstead	Hampstead High School	Forrest E. Merrill
697	Hampton	Hampton Academy and High School	Jack Sanborn
698	Kingston	Sanborn Seminary	Charles H. Clark, A. M

*Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	1	1	18	40	....	....	4	2	1	0	5	2	2	3	1	0	.....	647
Nonsect	2	2	40	30	....	....	10	5	10	3	10	15	5	4	0	0	300	648
Nonsect	2	2	20	40	0	0	3	4	2	3	10	10	1	0	0	0	150	649
Nonsect	1	1	12	5	.....	.....	5	2	.....	.....	.....	.....	3	1	1	0	.....	650
R. C	0	6	0	76	0	0	0	0	0	0	0	14	0	7	0	7	6,000	651
R. C	0	12	0	86	0	0	0	10	0	0	0	34	0	6	0	5	.....	652
Nonsect	0	2	0	45	....	....	....	....	....	....	0	30	0	12	....	....	.....	653
P. E	2	2	0	32	0	0	0	0	0	0	1	40	0	6	0	0	1,600	654
.....	0	1	0	10	....	....	0	1	....	....	5	5	....	....	0	1	200	655
Nonsect	3	0	64	0	....	....	....	....	....	....	197	0	9	0	5	0	1,200	656
Nonsect	1	5	0	90	....	....	0	6	0	12	0	40	0	12	0	3	.....	657
Nonsect	2	20	0	265	0	0	0	10	0	0	0	143	0	4	0	26	700	658
Nonsect	3	1	75	0	0	0	26	0	49	0	28	0	4	0	4	0	.....	659
Nonsect	13	1	265	0	0	0	175	0	30	0	64	0	19	0	19	0	100	660
Lutheran	5	1	85	26	....	....	....	....	....	....	0	0	3	0	....	....	.....	661
.....	0	2	0	24	....	....	0	5	....	....	2	6	0	2	0	1	300	662
R. C	1	3	0	47	0	0	0	0	0	0	0	53	0	7	0	0	3,000	663
Nonsect	2	1	75	70	0	0	0	0	20	5	60	45	2	3	2	1	.....	664
Nonsect	7	0	98	0	0	0	10	0	36	0	31	0	4	0	3	0	1,400	665
Nonsect	1	0	20	13	0	0	0	0	0	0	4	4	0	0	0	0	0	666
Christian	2	2	40	44	....	....	....	....	27	28	.....	.....	5	2	....	....	.....	667
R. C	0	2	0	20	0	0	....	....	....	....	....	....	....	....	....	....	400	668
R. C	0	1	0	12	0	0	0	4	0	8	0	20	....	....	....	....	.....	669
R. C	0	1	0	31	0	0	....	....	2	0	38	75	0	0	....	....	85	670
Nonsect	1	1	12	15	0	0	2	2	1	0	33	32	0	0	0	0	400	671
Cong	1	1	11	12	0	0	5	6	6	6	84	66	3	5	2	2	100	672
Cong	2	0	12	0	....	....	12	0	....	....	0	0	....	....	....	....	600	673
Cong	2	2	43	40	0	0	13	10	12	6	24	34	3	9	1	4	2,500	674
Bapt	4	3	38	27	0	0	3	4	4	6	18	14	0	0	0	0	75	675
Presb	6	2	34	40	0	0	25	30	6	7	0	0	3	4	2	2	1,800	676
P. E	5	5	95	45	....	....	....	....	....	....	5	3	....	....	....	....	.....	677
R. C	0	4	0	80	....	....	....	....	....	....	0	20	....	....	0	6	1,800	678
R. C	0	12	0	82	0	0	....	....	....	....	0	21	0	4	0	1	2,500	679
Free Meth	1	2	6	7	0	0	0	0	0	0	13	21	0	0	0	0	100	680
United Breth	1	2	29	42	....	....	10	10	....	....	0	0	1	2	0	2	130	681
Ev. Luth	5	2	64	32	....	....	6	0	....	....	0	0	3	1	....	....	800	682
Cong	3	3	45	50	0	0	10	6	5	3	0	0	2	1	2	0	250	683
R. C	0	3	0	30	....	....	....	....	....	....	60	60	0	9	....	....	.....	684
Unitarian	1	2	18	21	0	0	0	0	1	0	16	7	3	1	1	0	1,200	685
Free Bapt	1	1	7	7	....	....	1	0	....	....	5	6	3	3	0	0	.....	686
Free Bapt	1	1	27	11	0	0	7	1	0	0	12	12	0	0	....	....	.....	687
Nonsect	1	1	15	24	....	....	2	0	....	....	14	19	....	....	....	....	32	688
Epis	0	1	0	29	....	....	0	4	....	....	0	0	0	2	0	2	900	689
Nonsect	26	0	320	0	....	....	212	0	65	0	0	0	....	....	....	....	9,200	690
Nonsect	3	3	36	51	0	0	10	14	20	18	24	13	7	4	5	2	2,564	691
.....	11	0	303	0	3	0	200	0	100	0	0	0	63	0	....	....	2,500	692
Nonsect	1	8	0	102	0	3	0	11	0	0	0	110	0	17	0	6	650	693
Nonsect	1	1	6	14	0	0	0	0	0	0	13	5	0	0	1	1	350	694
Cong	2	2	23	18	0	0	0	0	1	0	2	2	2	2	1	0	1,000	695
.....	1	1	10	20	0	0	....	....	....	....	5	10	0	0	....	....	.....	696
Nonsect	1	3	23	20	1	0	1	3	1	0	11	9	1	3	1	2	.....	697
Nonsect	1	3	27	26	0	0	4	2	4	1	6	9	3	6	0	1	1,116	698

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NEW HAMPSHIRE—continued.		
699	Meriden	Kimball Union Academy	W. H. Cummings
700	Mount Vernon	McCollom Institute	John B. Welch
701	New Hampton	New Hampton Literary Institution and Commercial College.	Atwood B. Meservey, A. M., Ph. D.
702	New London	Colby Academy*	Samuel C. Johnston
703	Northwood Center	Coe's Northwood Academy	Fred Lewis Pattee, A. M.
704	Pembroke	Pembroke Academy	Isaac Walker, A. M.
705	Plymouth	Holderness School for Boys	Rev. Lorin Webster, M. A.
706	Portsmouth	School for Young Ladies*	Miss A. C. Morgan
707	....do	Smith's Academy and Commercial College.	Lewis E. Smith
708	Reeds Ferry	McGaw Normal Institute	Elmer Ellsworth French, A. M.
709	Wolfeboro	Brewster Free Academy	Edwin H. Lord
	NEW JERSEY.		
710	Belvidere	Belvidere Seminary	Mrs. E. L. B. Clark
711	Beverly	Farnum Preparatory School	James B. Dilks, A. M.
712	Blairstown	Blair Presbyterial Academy	W. S. Eversole
713	Bloomfield	Academic Department of the German Theological School of Newark, N. J.	Charles E. Knox, D. D., president.
714	Bordentown	Adelphic Institute	Rev. Robert Julien. A. M.
715	....do	Bordentown Military Institute	Rev. Thompson H. Landon, A. M.
716	Bridgeton	Ivy Hall School	Mrs. J. Allen Maxwell
717	....do	South Jersey Institute	Henry K. Trask
718	....do	West Jersey Academy	Phœbus W. Lyon
719	Burlington	Van Rensselaer Seminary	Miss Helen M. Freeman
720	Cinnaminson	Westfield Friends' School	Mrs. Annie L. Croasdale
721	Deckertown	Seeley's Home School	W. H. Seeley, A. M.
722	East Orange (62 Harrison st.).	East Orange School	The Misses Underhill
723	Elizabeth (279 North Broad st.).	English and French School for Young Ladies and Little Girls.	Misses Vail and Deane
724	Elizabeth	The Pingry School	Wm. Herbert Corbin, A. B., head master.
725	Englewood	The Englewood School for Boys	W. Wilberforce Smith, A. M.
726	Fort Lee	Institute of the Holy Angels	Sister Mary Nonna
727	Freehold	Young Ladies' Seminary	Miss Eunice Day Sewall
728	Hackettstown	Centenary Collegiate Institute	Rev. George H. Whitney, D. D., president.
729	Hightstown	Peddie Institute	Rev. Joseph E. Perry, A. M., Ph. D.
730	Hoboken	Academy of the Sacred Heart	Sister M. Geraldine
731	....do	Hoboken Academy	Ernst Richard, Ph. D.
732	....do	Stevens School	Rev. Edward Wall, A. M.
733	Jersey City	Hasbrouch Institute	Charles C. Stimets, A. M.
734	Jersey City (Grand and Van Worst sts.).	St. Peter's College*	Rev. J. Harper, S. J.
735	Lawrenceville	Lawrenceville School	Rev. James C. Mackenzie, Ph. D., head master.
736	Matawan	Glenwood Collegiate Institute*	Chas. A. Jaggar, A. M., Ph. D.
737	Montclair	Montclair Military Academy	John G. MacVicar
738	Moorestown	Friends' Academy	Wm. F. Overman
739	....do	Friends' High School	Clement M. Biddle
740	Morristown (163 S st.).	Miss Dana's School for Girls	Miss E. Elizabeth Dana
741	Morristown	Morris Academy	Charles D. Platt
742	Mount Holly	Mount Holly Academy for Boys	Rev. James J. Coale, A. M.
743	Newark (544 High st.).	Newark Academy	S. A. Farraud, Ph. D.
744	Newark (27 Hill st.)	The Newark Seminary	Miss Whitmore
745	New Brunswick (66 Bayard st.).	The Misses Anable's Seminary	The Misses Anable
746	New Brunswick	Rutgers College Preparatory School	Eliot R. Payson, Ph. D., head master.
747	Newton	Newton Collegiate Institute	Joel Wilson, A. M.
748	Orange (443 Main st.)	Dearborn Morgan School	David A. Kennedy, Ph. D., Miss Abby B. Morgan, Miss Jane B. Dearborn.

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Cong	2	3	83	99	....	....	24	7	....	....	0	0	12	13	12	12	1,200	699
Nonsect	1	1	30	15	0	0	5	2	5	0	0	0	1	1	1	1	1,200	700
Freewill Baptist.	6	5	155	105	....	....	11	2	2	0	0	0	37	19	3	2	5,000	701
Bapt	2	5	62	72	0	0	21	29	15	5	0	0	1	4	1	4	3,000	702
Cong	1	2	15	25	0	0	0	6	6	3	7	8	5	6	3	1	1,000	703
Cong	1	3	23	30	0	0	4	3	0	0	0	0	4	6	2	1	900	704
P. E	4	0	32	0	....	....	15	0	5	0	0	0	....	....	....	....	700	705
Nonsect	0	1	0	25	....	....	....	....	....	....	0	0	....	....	0	5	300	706
Nonsect	3	2	40	12	0	0	6	0	4	0	0	0	....	....	....	....	.....	707
Nonsect	1	3	30	40	0	0	0	4	5	2	0	0	1	5	....	....	600	708
Nonsect	4	2	58	71	....	....	7	9	8	4	....	....	5	5	0	0	1,000	709
Nonsect	1	1	10	8	1	0	1	2	....	....	....	....	....	....	....	....	.....	710
Nonsect	1	4	29	49	....	....	....	....	....	....	32	34	0	11	....	....	.....	711
Presb	4	3	80	49	0	0	36	18	9	0	0	0	5	2	5	2	1,000	712
Presb	3	0	25	0	0	0	25	0	....	....	0	0	11	0	....	....	.....	713
Nonsect	1	0	11	2	....	....	....	....	....	....	0	0	....	....	....	....	.....	714
Nonsect	7	0	25	0	0	0	....	....	12	0	7	0	7	0	7	0	.....	715
Nonsect	0	1	0	22	....	....	....	....	....	....	0	6	....	....	....	....	.....	716
Bapt	5	9	127	49	0	0	31	2	21	3	3	1	10	22	5	1	2,000	717
Presb	7	0	78	0	....	....	12	0	24	0	0	0	12	0	6	0	.....	718
Presb	0	3	6	8	0	0	2	0	....	....	....	....	0	2	0	0	0	719
Friends	0	1	6	6	....	....	....	....	....	....	9	9	0	0	0	0	50	720
Nonsect	0	1	3	7	....	....	....	....	....	....	2	6	....	....	....	....	.....	721
Nonsect	0	4	6	27	0	0	1	20	....	....	17	20	0	1	....	....	.....	722
.....	0	5	0	55	....	....	....	....	0	5	0	30	....	....	....	....	.....	723
Nonsect	3	0	60	0	....	....	15	0	14	0	18	0	8	0	5	0	.....	724
Nonsect	3	2	38	0	0	0	16	0	16	0	20	0	9	0	9	0	200	725
R. C	0	2	0	50	0	0	0	0	....	....	0	25	0	1	0	1	800	726
Nonsect	0	7	0	45	0	0	0	0	0	16	0	15	0	7	0	4	400	727
M. E	7	7	110	115	0	0	33	4	30	0	0	0	16	15	14	2	1,400	728
Bapt	6	10	116	93	....	....	60	2	41	0	6	2	12	19	5	0	4,300	729
R. C	0	2	0	23	....	....	....	....	....	....	27	80	0	3	....	....	600	730
Nonsect	2	2	50	37	....	....	....	....	....	....	146	68	10	3	10	3	600	731
Nonsect	13	0	237	0	1	....	5	0	....	....	....	....	66	0	65	0	.....	732
Nonsect	4	2	75	60	0	0	40	10	30	8	100	75	10	13	9	4	200	733
.....	10	0	125	0	0	0	125	0	0	0	0	0	12	0	12	0	7,000	734
Presb	18	0	290	0	0	0	200	0	90	0	0	0	60	0	60	0	5,000	735
Nonsect	2	6	41	29	0	0	3	0	2	0	4	7	1	0	5	1	450	736
Nonsect	2	0	30	0	0	0	3	0	18	0	40	0	3	0	3	0	500	737
Orth. Friends	1	2	22	24	0	0	....	....	....	....	18	20	1	4	1	1	1,200	738
Hicksite Fr's	0	5	19	17	0	0	0	2	2	0	35	30	....	....	1	2	.....	739
Nonsect	1	17	0	145	0	0	0	5	0	0	0	30	0	5	0	1	.....	740
Nonsect	2	1	31	0	0	0	20	0	3	0	25	0	0	0	0	0	0	741
Presb	2	1	40	0	0	0	6	0	4	0	22	0	3	0	3	0	400	742
Nonsect	9	0	168	0	0	0	45	0	35	0	84	0	13	0	7	0	200	743
Presb	....	3	0	30	....	....	....	....	....	....	0	10	0	5	0	0	650	744
Nonsect	0	2	0	20	0	0	0	0	0	20	0	40	0	10	0	4	300	745
Reformed	5	0	94	4	1	0	54	3	39	0	61	19	13	0	13	0	.....	746
Nonsect	2	1	20	10	....	....	10	5	5	0	48	21	1	1	....	....	1,000	747
.....	2	8	44	129	0	0	15	5	6	15	54	50	2	4	2	1	.....	748

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NEW JERSEY—cont'd.		
749	Paterson	Paterson Classical and Scientific School.	Lincoln A. Rogers, A. M., David Magie, jr., A. B.
750	Plainfield	Leal's School for Boys	John Leal, A. B
751	do	Seminary for Young Ladies	Miss E. E. Kenyon
752	Princeton	Princeton Preparatory School	J. B. Fine
753	Short Hills	Baquet Institute	Miss Harriet Stuart Baquet
754	Somerville	Somerville Classical School	Rev. J. A. Mets
755	Summit	Summit Academy	James Heard, A. M
756	do	Summit Collegiate Institute	Martin Bähler
	NEW MEXICO.		
757	Santa Fe	Academy of Our Lady of Light	Mother Francisca Lamy
758	do	Saint Michael's College	Brother Botulph
759	do	Whitin Hall School*	Marshall R. Gaines
	NEW YORK.		
760	Adams	Adams Collegiate Institute	Orlo B. Rhodes, A. M
761	Albany (Kenwood)	Academy of the Sacred Heart	Madam E. L. Hogan
762	Albany	The Albany Academy	Henry P. Warren, A. B
763	Albany (155 Washington ave.).	Albany Female Academy*	Miss Lucy A. Plympton
764	Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Constantine
765	Albany	St. Agnes School	Rt. Rev. W. C. Doane, D. D
766	Amsterdam	Amsterdam Academy	Charles C. Wetsell
767	do	St. Mary's Catholic Institute	Rev. J. P. McIncrow
768	Argyle	Argyle Academy*	Wm. P. Goodwin
769	Aurora	Cayuga Lake Military Academy*	A. K. McAlpine, A. M
770	Belleville	Union Academy	Charles J. Galpin
771	Binghamton	The Lady Jane Grey School	Mrs. Jane B. Hyde
772	Bridge Hampton	Bridge Hampton Literary and Commercial Institute.	Lewis W. Hallock, A. M
773	Brooklyn (30 St. James Place).	Adelphi Academy	John S. Crombie
774	Brooklyn	Bedford Academy	George Rodemann, Ph. D
775	Brooklyn (183 Lincoln Place).	Berkeley Institute	Miss Charlotte E. Hayner
776	Brooklyn (138–140 Montague st.).	Brooklyn Heights Seminary	Miss Clara R. Colton
777	Brooklyn (102 Berkeley Place).	Chenevière Institute	Wm. A. Stamm
778	Brooklyn (119 6th av.)	Christiansen Institute	Mrs. Emily C. Stacker
779	Brooklyn	College Grammar School	Levi Wells Hart
780	Brooklyn (139 Clinton st.).	Professor Deghuée's School for Young Ladies.	Joseph Deghuée
781	Brooklyn (209 Clinton ave.).	Female Institute of the Visitation	Sister Mary Paula McMahon
782	Brooklyn (310 State st.)	German American Academy	Joseph Deghuée
783	Brooklyn (145 Montague st.).	The Latin School	Dr. Caskie Harrison, M. A
784	Brooklyn	Pratt Institute High School	William A. McAndrew
785	Brooklyn (264 Jay st.)	St. James School	Brother Joseph
786	Brooklyn	School for Girls*	Miss Christiana Rounds
787	Buffalo (284 Delaware ave.).	The Buffalo Seminary	Mrs. C. F. Hartt
788	Buffalo (129 College st.)	English and Classical Boarding and Day School.	Lucius E. Hawley, A. M
789	Buffalo (623 Delaware ave.).	Heathcote School	Lester Wheeler, head master
790	Buffalo (320 Porter ave.)	Holy Angels Academy	Sister D. M. Kirby
791	Buffalo	Sacred Heart High School	Sister Leonard
792	Canandaigua	Canandaigua Academy	J. Carlton Norris, A. M
793	do	Granger Place School for Young Ladies.	Miss Caroline A. Comstock, president.
794	Canisteo	Canisteo Academy	Daniel M. Estee, A. M
795	Carmel	Drew Seminary and Female College	James Martin Yeager, president.

* Statistics of 1891–92.

and other private secondary schools—1893–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	6	0	65	0	0	0	12	0	16	0	0	0	9	0	....	....	.....	749
.....	3	0	62	0	0	0	40	0	18	0	39	0	20	0	14	0	.....	750
Nonsect.....	2	2	0	41	0	0	0	0	0	0	0	47	0	0	0	0	1,100	751
.....	5	0	65	0	0	0	38	0	27	0	0	0	20	0	....	....	.....	752
Epis	0	2	0	20	....	....	0	2	....	....	0	8	....	....	....	....	2,000	753
Nonsect.....	2	0	14	9	0	0	6	2	0	0	7	4	1	2	1	1	.....	754
Nonsect.....	4	0	37	0	0	0	10	0	20	0	6	0	0	0	0	0	100	755
Nonsect.....	1	2	0	30	0	0	0	0	0	0	4	11	0	0	....	....	.....	756
R. C.....	0	2	0	12	....	....	....	....	....	....	0	275	0	0	....	....	.....	757
R. C.....	2	0	30	0	....	....	....	....	....	....	85	0	4	0	....	....	1,600	758
Cong	1	0	8	7	....	....	1	0	....	....	42	39	....	....	....	....	.....	759
.....	3	5	53	58	0	0	3	0	....	....	0	0	5	10	2	0	1,145	760
R. C.....	0	5	0	90	....	....	0	0	0	0	0	24	0	4	....	....	3,185	761
Nonsect.....	4	1	148	0	0	0	60	0	60	0	101	0	19	0	19	0	1,500	762
Nonsect.....	2	10	0	67	0	0	0	....	0	6	0	40	0	....	0	10	4,000	763
R. C.....	9	0	71	0	0	0	0	0	0	0	95	0	9	0	....	....	1,560	764
Epis	2	10	0	233	....	....	....	....	....	....	0	30	0	14	....	....	4,000	765
Nonsect.....	2	1	22	20	0	0	11	9	0	0	27	19	2	3	0	0	450	766
R. C.....	1	1	25	30	0	0	0	....	0	0	285	275	3	6	9	9	1,000	767
Nonsect.....	1	1	5	10	0	0	3	1	0	2	21	15	0	1	0	1	1,000	768
Presb	5	0	60	0	0	0	18	0	4	0	0	0	5	0	13	0	2,565	769
Nonsect.....	3	4	45	55	0	0	5	1	2	2	0	0	3	3	1	0	2,150	770
Nonsect.....	0	3	0	35	....	....	....	....	0	2	0	25	0	4	....	....	500	771
Nonsect.....	2	2	19	17	0	0	1	0	1	0	2	3	0	0	1	0	82	772
Nonsect.....	0	24	283	270	0	0	27	14	10	1	181	298	10	15	8	5	3,317	773
.....	3	0	36	0	0	0	4	0	6	0	22	0	12	0	2	0	142	774
Nonsect.....	0	4	0	28	0	0	0	0	0	3	0	76	0	0	0	0	414	775
Nonsect.....	1	14	0	119	....	....	....	....	0	2	3	35	0	6	0	2	.....	776
Nonsect.....	1	3	22	6	0	0	2	0	0	0	40	0	2	0	2	0	.....	777
Nonsect.....	0	3	0	20	0	0	....	....	....	....	20	60	0	0	0	0	.....	778
Nonsect.....	1	0	20	0	0	0	....	....	....	....	....	....	3	0	....	....	250	779
Nonsect.....	1	3	0	22	0	0	0	2	0	0	0	23	0	5	0	0	300	780
R. C.....	0	9	0	94	0	0	0	0	0	0	0	30	0	4	....	...	2,000	781
Nonsect.....	2	0	27	0	0	0	4	0	3	0	25	0	5	0	3	0	300	782
.....	8	0	97	0	0	0	45	0	15	0	0	0	15	0	12	0	.....	783
Nonsect.....	14	9	77	51	0	2	3	0	18	10	0	0	10	0	4	0	40,000	784
R. C.....	3	0	80	0	0	0	10	0	0	0	470	0	11	0	10	0	700	785
Nonsect.....	0	10	0	83	0	0	0	2	0	0	0	9	0	0	0	3	1,500	786
Nonsect.....	1	8	0	106	0	0	0	2	0	0	10	116	0	17	0	1	1,538	787
Nonsect.....	2	0	15	0	0	0	8	0	7	0	0	0	....	....	....	....	.....	788
.....	1	2	66	0	0	0	25	0	20	0	29	6	6	0	3	0	0	789
R. C.....	0	2	0	50	....	....	....	....	0	50	21	89	0	12	....	....	.....	790
R. C.....	0	1	0	15	....	....	....	....	0	15	0	85	0	2	....	....	300	791
Nonsect.....	4	2	112	0	0	0	25	0	35	0	0	0	16	0	13	0	1,500	792
Nonsect.....	2	8	0	72	....	....	0	1	0	1	0	5	0	3	0	2	1,800	793
Nonsect.....	1	3	70	83	0	0	1	4	4	0	31	49	3	4	....	....	1,370	794
Meth.....	1	1	0	25	0	0	0	5	....	....	....	....	0	5	....	....	3,000	795

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NEW YORK—continued.		
796	Carthage	St. James School	Sister M. Josephine
797	Cazenovia	Cazenovia Seminary	Rev. Isaac N. Clements, A. M.
798	Chappaqua	Chappaqua Mountain Institute*	S. C. Collins
799	Cincinnatus	Cincinnatus Academy	Willis A. Ingalls, B. S.
800	Claverack	Hudson River Institute	Rev. Arthur H. Flack, A. M.
801	Clinton	Cottage Seminary for Girls	Rev. Chester W. Hawley, A. M.
802	do	Houghton Seminary	A. G. Benedict, A. M.
803	Cornwall-on-Hudson	Cornwall Heights School	Carlos H. Stone
804	do	New York Military Academy	Charles J. Wright, A. M.
805	Delhi	Delaware Academy	Willis D. Graves
806	Dobbs Ferry	The Misses Masters's School	The Misses Masters
807	do	Westminster School	W. L. Cushing, head master
808	Dundee	Dundee Preparatory School	E. E. Cates
809	East Springfield	East Springfield Academy	Prof. Mark Hollester. A. M.
810	Eddytown	Starkey Seminary	Rev. Alva H. Morrill, D. D.
811	Elba	Elba Private School	Miss Mary H. Hollister
812	Elbridge	Munro Collegiate Institute	C. S. Palmer
813	Elmira (402 W. Church st.).	St. Ursula School	Miss Mary C. Gray
814	Flatbush	Erasmus Hall Academy	R. Arrowsmith
815	Flushing	Flushing Institute	Elias A. Fairchild
816	do	St. Joseph's Academy	Sr. M. Aloysius
817	Fort Edward	Fort Edward Collegiate Institute	Jos. E. King, D. D., Ph. D., president.
818	Franklin	Delaware Literary Institute	Charles H. Verrill, A. M., Ph. D
819	Garden City	Cathedral School of Saint Mary for Girls.	Miss Julia Hutchins Farnell
820	do	Cathedral School of Saint Paul	Charles Sturtevant Moore, A. B.
821	Gilbertsville	Gilbertsville Academy and Collegiate Institute.	Marion A. Greene
822	Geneva	De Lancey School	Miss Mary S. Smart
823	Glencove	School for Children	Miss Mary H. Hopkins
824	Glens Falls	Glens Falls Academy	Daniel C. Farr
825	Greenville	Greenville Academy	T. W. Stewart
826	Hamilton	Colgate Academy	Rev. John Greene, Ph. D
827	Hartwick Seminary	Hartwick Seminary	Rev. Wm. Hull
828	Havana	Cook Academy	Albert C. Hill, Ph. D
829	Hempstead	Hempstead Institute	Ephraim Hinds, A. M.
830	Hudson	The Misses Skinner's School	Miss Sarah R. Skinner
831	Ithaca	The Cascadilla School*	James E. Russell
832	Jamaica	Union Hall	Miss Sara Allen Huntling
833	Kinderhook	Kinderhook Academy	Mrs. W. E. Geer
834	Kingston	Golden Hill School	John M. Cross, A. M.
835	Lima	Genesee Wesleyan Seminary	Rev. Wm. R. Benham, A. M., D. D.
836	Locust Valley	Friends' Academy	Franklin P. Wilson
837	Long Island City (157 Franklin st., Astoria).	Astoria Latin School	Charles Lyman Shaw
838	Lowville	Lowville Academy	Lincoln E. Rowley
839	Macedon Center	Macedon Academy	E. W. Stevens
840	Manlius	St. John's Military School	Wm. Verbeck
841	Marion	Marion Collegiate Institute	Elmer G. Frail, A. M.
842	Moriah	Sherman Collegiate Institute	Burton B. L. Brown, A. M.
843	Mount Vernon	Misses Lockwood's Collegiate School for Girls.	The Misses Lockwood
844	New Brighton (Staten Island).	Brighton Heights Seminary	Geo. W. Cook, Ph. D
845	New Brighton (West).	St. Austin's School	Rev. G. W. Dumbell, D. D., head master.
846	New Brighton (Staten Island).	St. Margaret's School	Misses Spurling and Briggs
847	Newburg	Siglar's Preparatory School	Henry W. Siglar
848	New York (117-119 West 125th st.).	The Barnard School	William Livingston Hazen
849	New York (20 West 44th st.).	Berkeley School	John S. White, LL. D
850	New York (17 West 44th st.).	Brearley School	James G. Croswell

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
R. C	0	3	4	20	0	0	....	....	....	....	99	112	4	2	....	....	175	796
M. E	5	4	117	122	0	0	40	5	20	8	0	0	21	18	19	4	3,139	797
Friends	3	5	49	36	0	0	....	....	....	....	10	2	2	1	2	4	684	798
Nonsect	1	1	8	9	0	0	2	0	....	....	28	21	1	1	1	0	450	799
M. E	4	8	57	58	0	0	10	4	9	3	16	3	10	15	7	2	1,444	800
Nonsect	1	6	0	35	0	0	0	4	0	0	8	16	0	6	0	1	550	801
Nonsect	1	5	0	58	....	....	0	0	0	3	0	4	0	10	0	1	2,062	802
.....	1	1	11	1	....	....	7	0	2	0	4	2	....	....	....	....	200	803
Nonsect	9	0	112	0	....	....	9	0	14	0	48	0	16	0	5	0	3,000	804
Nonsect	2	3	81	81	0	0	14	12	7	4	27	31	10	9	7	1	.....	805
Nonsect	2	5	0	50	0	0	....	....	....	....	9	17	....	....	....	....	.....	806
.....	8	0	73	0	0	0	50	0	23	0	0	0	7	0	7	0	500	807
Nonsect	2	1	51	58	0	0	2	1	....	....	0	0	1	3	0	1	550	808
.....	1	2	20	16	0	0	2	3	1	0	10	12	0	3	0	0	267	809
Christian	5	2	28	24	1	0	7	0	6	6	64	49	8	5	6	0	.....	810
.....	0	1	9	11	0	0	0	0	0	0	17	19	0	0	....	....	0	811
Nonsect	1	1	27	25	0	0	0	0	2	0	0	0	0	0	....	....	1,000	812
Nonsect	0	1	0	25	....	....	2	0	....	....	9	20	0	9	....	....	.....	813
Nonsect	1	2	7	1	0	0	4	0	2	0	14	9	3	0	3	0	.....	814
Nonsect	3	0	32	0	0	0	0	0	1	0	3	0	0	0	0	0	1,325	815
R. C	0	3	0	48	....	....	0	8	0	0	0	102	0	5	0	8	1,000	816
Nonsect	1	8	0	90	0	0	0	6	0	6	0	20	0	14	0	2	520	817
Nonsect	3	2	55	65	0	0	8	6	4	3	15	15	3	4	3	4	1,600	818
Epis	1	5	0	65	0	0	0	3	0	1	0	28	0	0	1	0	4,000	819
Epis	11	0	109	0	0	0	30	0	40	0	0	0	9	0	8	0	1,500	820
Nonsect	1	1	19	21	0	0	3	0	....	....	3	9	0	0	0	0	700	821
Epis	1	3	0	23	....	....	....	....	....	....	2	8	0	3	0	0	600	822
Nonsect	0	2	7	6	0	0	5	4	....	....	5	2	2	1	2	1	.....	823
.....	3	5	75	70	....	....	25	20	20	20	25	20	4	2	0	1	2,000	824
Presb	1	1	19	35	0	0	....	....	....	....	1	0	0	0	0	0	470	825
Bapt	6	0	140	8	0	0	110	4	17	0	19	2	18	0	16	0	2,025	826
Luth	2	1	18	11	....	....	6	0	....	....	....	....	4	2	....	....	4,258	827
Bapt	6	6	73	78	....	....	37	21	7	7	....	....	8	8	8	2	2,040	828
Nonsect	1	1	8	7	....	....	0	0	2	0	16	8	....	....	....	....	500	829
.....	0	2	0	7	....	....	....	....	....	....	0	21	0	0	....	....	.....	830
Nonsect	10	0	66	0	0	0	11	0	55	0	0	0	15	0	15	0	500	831
Nonsect	0	2	0	16	....	....	0	1	....	....	0	23	0	1	....	....	600	832
Nonsect	0	2	9	11	....	....	....	....	....	....	8	5	....	....	....	....	169	833
Presb	2	0	17	0	0	0	13	0	4	0	0	0	5	0	5	0	.....	834
M. E	8	6	103	107	0	0	16	5	16	5	45	50	25	27	25	26	3,736	835
Friends	2	3	22	40	0	0	....	....	....	....	14	10	2	1	2	0	1,000	836
.....	1	0	5	1	....	....	5	1	....	....	....	....	....	....	....	....	.....	837
.....	3	7	60	56	0	0	6	4	25	20	....	....	3	0	3	0	3,500	838
Nonsect	1	2	22	12	0	0	2	0	....	....	23	15	0	1	....	....	310	839
Epis	7	1	100	0	0	0	12	0	26	0	23	0	10	0	6	0	600	840
Bapt	2	4	44	48	0	0	11	7	3	0	14	11	6	2	3	0	547	841
Nonsect	2	2	82	103	0	0	5	0	5	2	8	7	10	12	2	0	250	842
.....	1	2	0	50	....	....	0	30	....	....	13	35	0	9	0	7	.....	843
Nonsect	1	3	6	32	....	....	0	4	....	....	4	8	0	1	0	1	2,000	844
Epis	7	0	53	0	0	0	0	0	0	0	0	0	10	0	....	....	.....	845
Nonsect	0	3	0	20	0	0	0	0	0	0	0	13	0	1	0	0	250	846
Nonsect	4	0	17	0	....	....	15	0	2	0	15	0	4	0	4	0	.....	847
Nonsect	5	0	50	0	0	0	15	0	10	0	70	0	7	0	5	0	200	848
Nonsect	12	1	102	0	0	0	102	0	57	0	180	0	25	0	25	0	.....	849
Nonsect	3	26	0	200	0	0	....	....	....	....	0	0	....	....	0	17	700	850

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NEW YORK—continued.		
851	New York (131 West 43d st.).	Callisen School	A. W. Callisen
852	New York (1961 Madison ave.).	Classical School for Girls*	Lila V. North
853	New York (34 East 51st st.).	Columbia Grammar School	B. H. Campbell
854	New York (270 West 72d st.).	Columbia Institute	Edwin Fowler
855	New York (32 West 40th st.).	Comstock School	Miss Lydia Day
856	New York (20 East 50th st.).	The Cutler School	Arthur H. Cutler
857	New York (1481 Broadway).	Dwight School	Henry C. Miller
858	New York (Manhattanville, Station K, 128th st., and St. Nicholas ave.).	Female Academy of the Sacred Heart.	Ellen Mahoney
859	New York (Rutherford Place).	Friends' Seminary	Edward A. H. Allen, C. E.
860	New York (607 5th ave.).	Dr. and Mrs. Charles H. Gardiner's School.*	Rev. Charles H. Gardiner
861	New York (55 West 47th st.).	Miss Gibbons's School*	Miss Sarah H. Emerson
862	New York (34 West 40th st.).	Halsey Collegiate School	Wm. D. Halsey, Ph. D.
863	New York (Lexington ave.).	Heidenfeld Institute	Dr. Theo. E. Heidenfeld
864	New York	Holy Cross Academy	Sr. M. Helena
865	New York (20 West 59th st.).	Irving School	Louis Dwight Ray
866	New York	La Salle Academy	Brother Agapas
867	New York (334 Lenox ave.).	Lenox Institute	Andrew Zerban
868	New York (576 5th ave.).	Lyon's Classical School	Edward D. Lyon, Ph. D.
869	New York (423 Madison ave.).	I. H. Morse Classical and English School.	I. H. Morse
870	New York	The Reed School*	Miss Julia G. McAllister
871	New York (38 West 59th st.).	Dr. J. Sachs's Collegiate Institute	Dr. Julius Sachs
872	New York (Station D, 313-315 East 10th st.).	St. Brigid's Academy*	Sister of Charity
873	New York (233 East 17th st.).	St. John Baptist School	Mother Superior
874	New York (224 West 58th st.).	St. Louis College	Rev. Joseph Hétet, D. D.
875	New York (6-8 East 46th st.).	St. Mary's School	Sister in charge
876	New York	St. Mathew Academy*	Rev. E. Bohm
877	New York (139 Henry st.).	St. Teresa's Academy	Mother Seraphine
878	New York (340 West 86th st.).	School for Girls	Sara M. Ely (Miss)
879	New York (116 West 59th st.).	....do	Dr. Julius Sachs
880	New York (52 West 56th st.).	University Grammar School	Elmer E. Phillips
881	New York (280-282 West 71st st.).	The Van Norman Institute*	Mme. van Norman
882	New York (111 West 77th st.).	Mrs. Leopold Weil's School for Girls	Mrs. Matilda Weil
883	New York (645 Madison ave.).	Woodbridge School	J. Woodbridge Davis, C. E., Ph. D.
884	North Granville	North Granville Seminary	Arthur J. Clough, A. M.
885	Nyack	Nyack Seminary	Imogene Bertholf (Mrs.)
886	Oakfield	Cary Collegiate Seminary*	Rev. Curtis C. Gove, A. M.
887	Oxford	Oxford Academy*	Fred. L. Gamage

* Statistics of 1891-92.

and other private secondary schools—1892-93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	6	0	42	0	0	0	18	0	24	0	13	0	5	0	5	0	300	851
Nonsect	0	2	0	31	0	0	0	3	0	15	0	41	0	2	0	2	600	852
Nonsect	15	0	135	0	0	0	65	0	70	0	27	0	45	0	35	0	.....	853
Nonsect	9	1	110	0	0	0	36	0	65	0	38	0	9	0	10	0	1,400	854
Nonsect	3	5	0	53	....	....	0	8	....	....	0	25	0	8	0	1	1,200	855
Nonsect	6	0	100	0	0	0	75	0	20	0	80	0	23	0	22	0	250	856
Nonsect	7	0	64	0	0	0	35	0	20	0	0	0	14	0	9	0	.....	857
R. C	0	9	0	61	0	0	0	0	0	0	0	170	0	8	....	....	3,755	858
Friends	1	4	33	32	0	0	....	....	....	....	30	32	0	3	0	1	.....	859
Nonsect	0	3	0	55	....	....	0	2	....	....	0	30	....	....	....	....	.....	860
Nonsect	0	3	0	49	....	....	0	12	....	....	0	9	0	3	0	3	.....	861
Nonsect	11	2	110	0	0	0	75	0	20	0	0	0	12	0	9	0	.....	862
Nonsect	2	4	33	15	0	0	3	3	4	2	22	15	6	5	5	4	.....	863
R. C	0	6	0	50	0	0	0	12	....	....	50	150	0	0	....	....	1,600	864
Nonsect	6	0	32	0	0	0	10	0	10	0	12	0	3	0	2	0	400	865
R. C	3	0	52	0	0	0	0	0	0	0	78	0	12	0	0	0	800	866
Nonsect	2	1	20	20	0	0	6	6	3	0	20	20	5	5	1	1	500	867
Nonsect	5	0	29	0	....	....	25	0	4	0	6	0	6	0	6	0	100	868
.....	4	0	43	0	....	....	....	....	....	....	26	0	1	0	....	....	.....	869
P. E	2	5	0	80	....	....	....	....	....	....	0	31	....	....	....	....	.....	870
Nonsect	14	4	220	0	0	0	45	0	20	0	35	0	29	0	24	0	500	871
R. C	1	2	0	29	0	0	0	4	....	....	39	76	0	3	....	....	385	872
P. E	1	4	0	27	0	0	0	2	....	....	0	14	0	5	0	1	500	873
R. C	3	0	12	0	....	....	5	0	1	0	....	....	....	....	....	....	.....	874
Epis	2	10	0	100	....	....	0	10	0	2	0	40	0	15	0	4	3,000	875
Ev. Luth	5	0	45	0	....	....	....	....	....	....	130	120	....	....	15	0	.....	876
R. C	0	3	0	30	0	0	0	0	0	0	10	50	0	10	0	0	.....	877
Nonsect	0	12	0	125	0	0	0	2	....	....	0	35	0	0	....	....	1,500	878
.....	6	4	0	95	0	0	0	5	0	13	0	95	0	28	0	4	500	879
Nonsect	6	1	30	1	....	....	13	1	4	0	15	0	....	....	5	0	0	880
Nonsect	2	3	0	36	....	....	....	....	....	....	0	29	....	....	0	2	1,200	881
.....	1	5	5	55	0	0	0	10	....	....	10	40	0	5	0	1	3,000	882
Nonsect	9	0	41	0	0	0	3	0	36	0	0	0	12	0	12	0	500	883
Nonsect	1	2	16	17	0	0	1	0	2	4	14	13	0	1	0	1	300	884
Nonsect	0	3	0	13	0	0	0	0	0	5	7	10	0	0	....	....	.....	885
Epis	2	2	15	22	0	0	2	2	0	0	18	22	0	0	0	0	850	886
Epis	1	3	62	74	0	1	4	3	5	4	56	60	0	0	4	5	1,498	887

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NEW YORK—continued.		
888	Peekskill	Mohegan Lake School	Maj. H. Waters
889	....do	Peekskill Military Academy	John Newell Tilden, M. A., M. D.
890	....do	St. Gabriel's School	Sister Esther
891	....do	Westchester County Institute	Prof. Chas. Unterreiner
892	Pelham Manor	Taft's School	Horace D. Taft, A. B
893	Peterboro	Evans's Academy	Edward R. Hall
894	Pike	Pike Seminary	Z. A. Space
895	Pine Plains	Seymour Smith Academy	Rev. Abraham Mattice, A. M.
896	Plattsburg	D'Youville Academy	Sister McMillan
897	Pompey	Pompey Academy	D. H. Cook
898	Poughkeepsie (82-84 Academy st.).	Classical and Home Institute	Miss Sarah V. H. Butler
899	Poughkeepsie	Lyndon Hall School	Samuel Wells Buck, A. M.
900	....do	Quincy School	Miss Mary Cornelia Alliger
901	....do	Riverview Academy*	Joseph B. Bisbee and Harlan P. Amen.
902	Randolph	Chamberlain Institute	Wm. C. Gorman, A. M.
903	Red Creek	Red Creek Union Seminary	Albert D. Whitney, A. B.
904	Rochester	Academy of the Sacred Heart	Mary Stuart (Miss)
905	Rochester (7-9 Gibbs st.).	Crittenden School for Young Ladies	Miss M. Crittenden
906	Rochester	Hale's Classical and Scientific School.	Geo. D. Hale
907	....do	Livingston Park Seminary*	Mrs. C. M. Curtis
908	....do	Nazareth Academy	Rev. James P. Kiernan
909	Rochester (77 South Fitzhugh st.).	The Misses Nichols's School	Misses Jane H. and Margaret D. Nichols.
910	Rochester (330 Central ave.).	Wagner Memorial Lutheran College	J. Steinhaeuser
911	Rome	St. Peter's Academy	Sister Holy Family
912	Sag Harbor	Academy of the Sacred Heart of Mary.	Mother Basile
913	Salem	Rexleigh School	Alfred Arnold
914	Saugerties	Saugerties Institute	Wm. Wight
915	Sauquoit	Sauquoit Academy*	N. Leonard
916	Sherwood	Sherwood Select School	Mrs. Agnes L. Tierney
917	Sing Sing	Dr. Holbrook's Military School	Rev. D. A. Holbrook, Ph. D.
918	....do	St. John's School*	J. B. Gibson
919	Sodus	Sodus Academy	Lewis H. Clark
920	Southold	Southold Academy*	Miss Louise C. Pond
921	Stapleton	The Staten Island Academy	Fred. E. Partington
922	Suspension Bridge	De Veaux College	Reginald H. Coe
923	Syracuse (209 Lock st.).	St. John's Catholic Academy	Sisters of St. Joseph
924	Tarrytown	Miss Bulkley's School	Miss H. L. Bulkley
925	....do	Irving Institute	John M. Furman, A. M.
926	Troy	La Salle Institute	Brother Edward
927	....do	St. Peter's Academy	Sister M. Odilia
928	Troy (7th and State sts.)	Troy Academy	Maxcy & Barnes
929	Troy	Troy Female Seminary	Miss Emily T. Wilcox
930	Union Springs	Friends' Academy	Charles H. Jones
931	Utica	Utica Catholic Academy	Rev. J. S. M. Lynch, D. D., LL. D.
932	....do	Utica Female Academy	Mrs. Julia C. G. Piatt
933	Verona	The Home School	Mrs. T. M. Foster
934	Walworth	Walworth Academy	A. H. McMurray
935	Watertown (17 Clinton st.).	Irving School	Miss Edith L. Cooper
936	Westchester	Boys' Boarding School	B. T. Harrington
937	....do	Sacred Heart Academy	Brother August
	NORTH CAROLINA.		
938	All Healing	Jones' Seminary for Young Ladies	Rev. C. A. Hampton
939	Asheville	Bingham School	Robert Bingham, A. M., LL. D.
940	....do	Ravenscroft High School for Boys	Ronald MacDonald
941	Augusta	Augusta Seminary	J. D. Hodges, A. M
942	Belvidere	Belvidere Academy	Adelaide E. White
943	Burgaw	Burgaw Academy	Oscar J. Peterson, A. B

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	4	0	32	0	.....	.....	10	0	20	0	16	0	5	0	4	0	300	888
Nopsect.....	9	0	156	0	0	0	12	0	21	0	0	0	31	0	0	0	1,127	889
Epis.....	0	2	0	60	.....	.....	.....	.....	.....	.....	0	20	0	6	.....	.....	.....	890
Nonsect.....	2	1	14	22	0	0	.....	.....	.....	.....	10	5	2	3	0	0	1,000	891
Nonsect.....	4	0	36	0	0	0	.....	.....	.....	.....	0	0	2	0	2	0	300	892
.....	1	1	3	9	0	0	2	1	.....	.....	20	50	1	1	1	0	600	893
Free Bapt...	2	2	48	45	0	0	3	0	2	0	20	10	0	7	0	0	500	894
Nonsect.....	1	1	8	10	0	0	.....	.....	.....	.....	11	10	1	7	0	0	439	895
R. C.....	0	4	6	42	0	0	0	0	0	0	20	65	0	0	0	0	.....	896
.....	1	1	10	20	.....	.....	3	6	2	3	25	30	4	10	2	0	1,000	897
Nonsect.....	0	5	0	30	0	0	0	3	0	0	10	12	0	3	0	0	.....	898
Nonsect.....	1	4	0	100	0	0	0	25	0	0	14	56	0	3	0	0	.....	899
Nonsect.....	1	2	16	30	.....	.....	15	20	3	0	15	30	0	2	2	0	100	900
Nonsect.....	12	0	115	0	0	0	33	0	47	0	38	0	5	0	7	0	600	901
Meth.....	1	1	17	8	0	0	.....	.....	.....	.....	53	51	2	7	1	0	1,000	902
Nonsect.....	1	2	30	50	0	0	.....	.....	2	3	20	18	2	0	1	0	.....	903
R. C.....	0	12	0	100	0	0	.....	.....	.....	.....	0	0	0	0	0	0	.....	904
Nonsect.....	0	5	0	60	0	0	0	3	0	11	0	6	0	7	0	3	1,500	905
Nonsect.....	1	0	22	0	.....	.....	9	0	9	0	4	1	3	0	3	0	500	906
Epis.....	.....	3	.....	32	.....	.....	.....	1	.....	.....	2	14	.....	.....	.....	4	250	907
R. C.....	0	6	24	119	0	0	0	0	0	0	34	90	0	12	0	0	2,342	908
Nonsect.....	0	3	0	34	0	0	0	2	0	0	0	16	0	6	.....	.....	.....	909
Lutheran....	5	0	42	0	0	0	0	0	0	0	3	0	6	0	0	0	374	910
R. C.....	0	2	0	34	0	0	0	0	0	0	0	29	0	0	0	0	610	911
R. C.....	0	3	0	10	.....	.....	.....	.....	.....	.....	4	5	0	1	.....	.....	.....	912
Epis	3	0	30	0	0	0	4	0	6	0	5	0	0	0	.....	.....	500	913
Nonsect.....	1	2	20	23	.....	.....	1	0	2	4	12	15	0	2	.....	.....	.....	914
Nonsect.....	1	1	13	23	0	0	1	1	0	0	24	11	1	1	2	3	358	915
Nonsect.....	0	3	22	22	0	0	.....	.....	.....	.....	3	2	0	6	0	6	50	916
Nonsect.....	8	0	60	0	0	0	10	0	8	0	0	0	5	0	6	0	1,100	917
Epis	6	0	46	0	.....	.....	26	0	20	0	0	0	5	0	5	0	1,000	918
Nonsect.....	1	3	18	26	0	0	0	0	0	0	58	56	5	0	0	0	200	919
Nonsect.....	0	2	9	20	0	0	1	1	1	0	9	11	.....	.....	.....	.....	60	920
Nonsect.....	2	6	25	35	.....	.....	6	3	7	2	100	90	5	2	5	0	5,000	921
Epis	3	0	38	0	.....	.....	20	0	15	0	30	0	6	0	4	0	.....	922
R. C.....	1	3	42	42	0	0	1	0	0	0	5	40	1	7	1	7	1,686	923
.....	0	6	0	50	.....	.....	.....	.....	.....	.....	6	0	.....	.....	.....	.....	500	924
Nonsect.....	1	0	28	0	.....	.....	2	0	9	0	12	0	2	0	2	0	.....	925
R. C.....	7	0	117	0	0	0	2	0	10	0	145	0	10	0	2	0	1,800	926
	0	2	1	29	0	0	0	0	0	0	270	353	0	6	0	0	500	927
Nonsect.....	9	0	94	0	0	0	11	0	14	0	66	0	15	0	13	0	800	928
Nonsect.....	0	7	0	80	0	0	0	0	0	0	0	50	0	4	0	0	1,813	929
Friends (Orthodox).	3	5	43	32	0	0	4	5	2	0	4	6	11	7	3	4	1,850	930
R. C.....	2	2	25	13	0	0	.....	.....	.....	.....	200	212	0	3	0	0	2,207	931
Nonsect.....	0	3	0	100	0	0	0	5	0	0	0	20	0	30	.....	.....	6,000	932
Nonsect.....	0	2	3	5	0	0	0	4	0	0	4	7	0	0	.....	.....	500	933
Nonsect.....	1	1	5	10	.....	.....	0	1	1	0	18	20	0	0	0	0	265	934
Nonsect.....	0	2	0	14	0	0	0	0	0	2	6	19	0	1	0	1	200	935
P. E.....	1	0	5	0	0	0	1	0	0	0	3	12	0	0	0	0	1,000	936
R. C.....	5	0	72	0	0	0	15	0	10	0	60	0	12	0	34	0	1,000	937
Nonsect.....	1	6	0	101	0	0	0	0	0	0	0	0	0	8	0	0	600	938
Nonsect.....	6	0	89	0	0	0	25	0	10	0	0	0	10	0	6	0	1,500	939
P. E.....	3	0	39	0	.....	.....	9	0	.....	.....	0	0	.....	.....	3	0	.....	940
Meth.....	1	1	40	10	0	0	8	6	7	5	10	14	0	0	.....	.....	400	941
Friends	1	1	23	20	0	0	.....	.....	.....	.....	1	4	0	0	0	0	.....	942
Nonsect.....	1	0	9	10	0	0	8	2	1	0	8	2	1	0	.....	.....	.....	943

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NORTH CAROLINA—continued.		
944	Burlington	Burlington Academy	Wilbur E. Ormond
945	Caldwell Institute	Caldwell Institute	J. H. McCracken
946	Chocowinity	Trinity School	Rev. N. C. Hughes, D. D.
947	Concord	Scotia Seminary	D. J. Satterfield, D. D.
948	Conover	Concordia College	Rev. W. H. T. Dau
949	Elizabeth City	Elizabeth City Academy	S. L. Sheep
950	Elon College	Elon College	W. S. Long, A. M., D. D.
951	Enochville	Enochville High School*	P. E. Wright
952	Fancy Hill	Irdell High School	H. T. Burke
953	Farmington	Farmington Academy	Leon Cash
954	Franklin	Franklin High School*	De Witt W. Odom, B. S
955	Franklinton	Albion Academy*	Rev. Sam'l S. Sevier
956	Gastonia	Gaston Institute	James A. McLauchlin
957	Germanton	Germanton Institute	W. B. Harris
958	Hibriten	Hibriten Mount Academy	E. B. Phillips
959	Holly Springs	Holly Springs Academy	C. F. Siler
960	Hookerton	Hookerton Collegiate Institute	G. W. Mewborn
961	Huntersville	Huntersville High School	Grey & McElroy
962	Ilex	Holly Grove Academy	A. R. Beck
963	Kings Mountain	Lincoln Academy	Miss L. S. Cathcart
964	Kinston	Boarding and Day School*	Misses Virginia and Henry Patrick.
965	do	Kinston College	D. T. Edwards
966	Leaksville	Leaksville Practical High School	Prof. B. W. Ray
967	Lenoir	Barnes Academy	E. L. Barnes
968	Lexington	Lexington Seminary*	W. J. Scroggs
969	Louisburg	Louisburg Male Academy	Prof. W. B. Daniel
970	Marion	Marion High School	J. A. B. Fry
971	Marshallberg	Graham Academy	Rev. W. Q. A. Graham, A. B.
972	Mooresville	Mooresville Academy	J. A. Matheson
973	Mortons Store	Gilliam's Academy	John W. Gilliam
974	Morven	Morven Academy	George Pelcher
975	Mount Olive	Mount Olive High School	J. E. Smith
976	Mount Tirzah	Mount Tirzah Academy	James W. Tillett
977	do	Reade Academy	Miss Lizzie R. Martin
978	Newbern	Newbern Collegiate Institute	J. D. Hodges, A. M.
979	Norwood	Norwood High School	R. L. Smith
980	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
981	Oxford	Horner Military School	Horner & Drewry
982	Poes	Buie's Creek Academy	Rev. J. A. Campbell
983	Polkton	Polkton Academy	W. F. Humbert
984	Raleigh	Peace Institute	James Dinwiddie, M. A.
985	do	Raleigh Male Academy	Hugh Moxson and C. B. Denson
986	do	St. Augustine's School	Rev. A. B. Hunter, A. B
987	do	St. Mary's School	Rev. Bennett Smedes, A. M.
988	Reidsville	Reidsville Female Seminary	Miss Annie L. Hughes
989	Ridgeway	Ridgeway High School	John Graham
990	Roxboro	Roxboro Institute	Edward E. Britton
991	Rubicon	Ingram Branch High School	Prof. S. D. Cole
992	Selma	Selma Academy	W. H. Pope
993	Scotland Neck	Scotland Neck Military Academy	W. C. Allen, A. B
994	Snow Hill	Greene Academy	J. B. Williams
995	Sonoma	Bethel Academy	Rev. H. P. Bailey, A. M.
996	Southport	Southport Collegiate Institute	Dr. Sam'l W. Murphy, A. M.
997	Statesville	Home School*	Mrs. Fannie Morrow
998	Stoneville	Stoneville Collegiate Institute	N. S. Smith
999	Summerfield	Summerfield School	John W. Wilborn
1000	Tarboro	Tarboro Female Academy	D. G. Gillespie
1001	Taylorsville	Taylorsville Collegiate Institute	Rev. J. A. White
1002	Traphill	Fair View College	W. H. Jones, A. M.
1003	Trenton	Trenton High School	W. H. Rhodes
1004	Vashti	Vashti Academy	Frank B. Hendren
1005	Warrenton	Warrenton Male Academy	C. H. Scott
1006	Wilmington	Cape Fear Academy	Washington Catlett
1007	do	English and Classical School	Rev. Daniel Morrelle
1008	Winton	Waters Normal Classical	Rev. C. S. Brown
1009	Woodland	Woodland High School	N. W. Britton
1010	Yadkinville	Yadkinville Normal School	Zeno H. Dixon, B. A.

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
M. E. So	2	1	42	42	0	0	....	....	....	....	42	47	3	1	3	1	.....	944
Nonsect	1	1	25	30	....	....	8	12	6	15	10	12	0	0	0	0	500	945
Epis	3	2	25	11	0	0	9	3	....	....	9	5	3	0	3	0	50	946
Presb	1	4	0	26	0	26	....	....	....	....	0	273	0	7	....	....	500	947
Luth	4	0	27	15	....	....	....	....	....	....	0	0	0	0	0	0	.....	948
Nonsect	2	3	95	78	0	0	25	20	0	0	15	22	0	0	0	0	100	949
	4	2	52	46	....	....	22	20	30	56	0	0	9	1	9	6	3,500	950
Luth	2	2	26	32	....	....	12	8	6	4	46	52	4	0	4	0	.....	951
Presb	1	0	25	15	0	0	....	....	....	....	35	25	....	....	....	....	.....	952
Nonsect	1	0	13	7	0	0	3	2	3	2	31	17	0	0	4	2	150	953
Meth	2	2	46	45	....	....	15	5	14	2	24	20	....	....	....	....	.....	954
Presb	2	2	29	35	29	35	5	2	5	2	15	20	2	0	2	0	300	955
Nonsect	3	2	27	28	0	0	2	30	8	5	74	66	0	0	5	4	250	956
	1	1	25	14	0	0	9	4	....	....	21	28	0	0	....	....	0	957
Nonsect	1	1	20	16	....	....	....	....	....	....	12	6	3	2	....	....	.....	958
	1	2	21	17	....	....	10	10	11	7	....	....	....	....	....	....	25	959
Nonsect	1	0	10	10	....	....	5	6	....	....	25	30	....	....	....	....	.....	960
Nonsect	2	0	30	24	....	....	15	10	....	....	12	14	....	....	6	2	50	961
Luth	1	1	26	6	0	0	5	0	....	....	15	14	0	0	3	0	.....	962
Cong	0	1	4	4	4	4	....	....	....	....	54	121	0	0	0	0	200	963
	1	1	6	14	0	0	....	....	....	....	18	17	0	0	0	0	.....	964
M. E. So	1	2	8	15	....	....	....	....	....	....	12	15	3	4	....	....	.....	965
Nonsect	1	1	10	15	0	0	10	15	0	0	10	18	0	0	0	0	125	966
Presb	2	0	50	0	....	....	10	0	10	0	....	....	4	0	4	0	200	967
Nonsect	1	1	28	34	0	0	6	6	....	....	20	23	4	6	0	0	250	968
Nonsect	1	0	28	0	....	....	4	0	....	....	2	0	0	0	0	0	0	969
Nonsect	1	1	35	15	0	0	5	9	3	1	6	7	....	....	....	....	.....	970
M. E	1	0	10	5	0	0	0	0	10	5	44	46	0	0	0	0	0	971
Presb	1	0	42	0	....	....	5	6	....	....	8	12	....	....	4	2	0	972
Nonsect	1	0	14	7	0	0	....	....	....	....	1	1	....	....	....	....	100	973
Nonsect	1	1	21	14	0	0	....	....	....	....	2	8	....	....	....	....	.....	974
Nonsect	1	2	24	33	....	....	....	....	....	....	14	12	....	....	....	....	400	975
Meth	0	1	15	6	....	....	4	2	....	....	9	4	2	2	2	2	200	976
Meth	0	1	4	15	0	0	0	0	2	0	4	13	0	0	0	0	25	977
Nonsect	2	4	85	79	0	0	25	52	11	0	20	22	0	0	10	13	2,000	978
	1	2	35	30	0	0	....	....	....	....	15	16	....	....	....	....	50	979
Nonsect	4	3	202	19	....	....	....	....	....	....	10	2	7	2	8	4	2,500	980
Nonsect	5	0	135	0	....	....	....	....	....	....	....	....	14	0	12	0	.....	981
Nonsect	3	0	47	47	0	0	....	....	....	....	30	30	....	....	....	....	.....	982
	1	1	32	23	....	....	....	....	....	....	25	30	....	....	....	....	.....	983
	4	10	0	146	....	....	....	....	....	....	0	15	....	....	....	....	.....	984
Nonsect	3	0	45	0	0	0	30	0	15	0	50	0	....	....	12	0	.....	985
P. E	5	0	33	31	....	....	0	0	0	0	34	56	1	1	....	....	.....	986
P. E	2	10	0	115	0	0	....	....	....	....	0	35	0	12	....	....	3,000	987
Presb	0	2	2	40	0	0	0	12	0	0	5	20	0	0	0	3	.....	988
Nonsect	1	3	25	20	....	....	15	10	....	....	....	....	1	3	0	3	.....	989
Nonsect	1	2	18	20	0	0	8	4	0	0	14	12	0	0	0	0	50	990
Nonsect	1	1	31	14	0	0	3	5	6	2	20	15	....	....	....	....	.....	991
	1	1	25	18	0	0	4	3	....	....	4	8	....	....	1	0	.....	992
Nonsect	4	0	67	0	0	0	30	0	0	0	12	0	1	0	1	0	35	993
Nonsect	1	1	6	10	....	....	0	0	0	0	2	2	0	0	0	0	.....	994
Nonsect	2	1	20	20	....	....	....	....	....	....	60	60	....	....	....	....	.....	995
Nonsect	1	3	23	20	0	0	8	7	15	4	10	15	0	0	....	....	.....	996
Nonsect	0	3	0	13	....	....	....	....	....	....	0	22	....	....	....	....	.....	997
Nonsect	1	1	7	14	0	0	0	0	3	0	23	15	0	0	0	0	0	998
Nonsect	1	2	5	18	0	0	5	12	....	....	25	27	....	....	3	2	0	999
Nonsect	1	5	0	54	....	....	0	15	....	....	10	20	0	5	0	5	.....	1000
Nonsect	2	2	40	10	....	....	13	3	1	8	50	50	0	0	....	....	0	1001
M. E	3	2	40	24	0	0	0	0	....	....	78	62	7	9	13	9	5,000	1002
Nonsect	1	1	19	20	....	....	4	6	....	....	22	10	....	....	....	....	25	1003
	1	0	7	3	0	0	4	0	....	....	21	20	0	0	4	0	6	1004
	1	0	13	0	0	0	8	0	1	0	10	0	1	0	....	....	.....	1005
	3	0	90	0	0	0	10	0	5	0	0	0	....	....	....	....	110	1006
P. E	1	0	24	0	....	....	....	....	1	0	6	0	1	0	2	0	2,000	1007
Bapt	2	2	28	46	28	46	3	1	....	....	47	35	0	2	....	....	200	1008
Nonsect	1	1	15	7	....	....	....	....	....	....	15	18	....	....	....	....	.....	1009
Nonsect	1	2	36	33	0	0	2	0	0	0	18	14	2	0	2	0	0	1010

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	NORTH DAKOTA.		
1011	Arvilla	Arvilla Normal and Classical Academy.	Miss S. P. Brown
1012	Grand Forks*	St. Bernard's College	Mother Stanislaus Rafter
	OHIO.		
1013	Ada	Ohio Normal University	H. S. Lehr, A. M.
1014	Austinburg	Grand River Institute	Rev. R. G. McClelland, A. M.
1015	Barnesville	Friends' Boarding School	Joseph C Stratton
1016	Central College	Central College Academy	C. L. Dickey
1017	Cincinnati	Collegiate School	Rev. J. Babin, A. B.
1018	....do	Eden Park School*	Madame Fredin
1019	Cincinnati (Walnut Hills).	Franklin School	Joseph E. White
1020	Cincinnati	St. Frances College	Very Rev. Peter B. Englert
1021	Cincinnati (44 East Auburn ave.).	School for Girls	Miss Katharine M. Lupton
1022	Cleveland	Cleveland Academy*	Miss L. S. Andrews
1023	Cleveland (787 Euclid ave.).	Hathaway-Brown's School for Girls	Miss Mary E. Spencer
1024	Cleveland (Jersey st.)	St. Ignatius College	Rev. Joseph L. Halle, S. J.
1025	Cleveland	University School	Newton M. Anderson
1026	College Hill	Ohio Military Institute	John Heyward McKenzie, A. M.
1027	Columbus (box 251)	The Columbus Latin School	Frank T. Cole, A. B., LL. B.
1028	Columbus (151 East Broad).	Miss Phelps' English and Classical School.	Miss Lucretia M. Phelps
1029	Columbus	St. Joseph's Academy	Sister Mary Liguori
1030	Crawfis College	Crawfis College	L. S. Lafferty, A. M.
1031	Damascus	Damascus Academy	John Edwin Jay
1032	Dayton	Dayton Academy*	H. A. Warren
1033	....do	St. Mary's Institute	Rev. Joseph Weckesser
1034	Ewington	Ewington Academy	F. F. Vale, A. M.
1035	Fostoria	Fostoria Academy*	J. S. Wilhelm
1036	Gambier	Kenyon Military Academy	Lawrence Rust, M. A., LL. D.
1037	Granville	Granville Academy	J. D. S. Riggs, A. M., Ph. D.
1038	Green Spring	Green Spring Academy	Morris J. Hole, M. S., A. B.
1039	Hudson	Western Reserve Academy	Frederick W. Ashley
1040	Marietta	Marietta Academy	Martin R. Andrews
1041	Marion	St. Mary's School	Rev. James A. Burns
1042	Mount Vernon	St. Vincent de Paul's School	Rev. L. W. Mulhane
1043	New Hagerstown	New Hagerstown Academy	J. Howard Brown
1044	New Lexington	St. Aloysius Academy	Mother Gonzaga
1045	Oxford	Western Female Seminary	Leila S. McKee
1046	Poland	Poland Union Seminary	Eugene P. Semple
1047	Reading	Academy of Mount Notre Dame	Sister Agnes Aloysia, superioress.
1048	St. Martins	Ursuline Academy for Young Ladies.	Sister M. Baptista
1049	Savannah	Savannah Academy*	J. W. Bowlus
1050	South New Lyme	New Lyme Institute	J. Tuckerman, A. M., Ph. D.
1051	South Salem	Salem Academy	L. F. Hennessy, B. S.
1052	Springfield (130 East High st.).	Springfield Seminary	Miss Susan A. Longwell
1053	Tiffin	Academic Department of Heidelberg University.	W. A. Garrison, A. M.
1054	Toledo	Ursuline Convent of the Sacred Heart	Mother Superior
1055	Wauseon	Northwestern Normal and Collegiate Institute.*	Solomon Metzler
1056	Zanesville	Putnam Seminary	Mrs. Helen Buckingham Colt.
	OREGON.		
1057	Baker City	St. Francis Academy	Sister Mary Cupertino
1058	Coquille City	Coquille Academy	W. H. Bunch
1059	Dallas	La Creole Academic Institute	G. H. Dawes
1060	Forrest Grove	Tualatin Academy*	James R. Robertson

* Statistics of 1891-92.

and other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	2	3	17	22	....	....	5	6	10	17	14	30	1	2	1	2	1,000	1011
R. C	0	4	6	25	0	0	....	....	....	....	45	125	0	0	....	....	.....	1012
Nonsect	14	4	1,335	575	0	0	....	....	....	....	7	4	87	16	....	....	5,323	1013
Nonsect	2	2	33	30	....	....	....	....	....	....	36	45	4	4	1	0	1,500	1014
Friends	2	2	23	31	0	0	....	....	....	....	0	0	3	0	4	8	600	1015
Presb	3	1	16	16	0	0	5	5	....	....	.....	.....	0	2	0	2	300	1016
Nonsect	3	1	20	0	....	....	10	0	5	0	5	0	2	0	....	....	.....	1017
Nonsect	0	3	0	18	0	0	....	....	....	....	0	15	0	2	....	....	600	1018
Nonsect	2	1	61	0	....	....	41	0	20	0	28	0	20	0	20	0	800	1019
R. C	7	0	80	0	0	0	0	0	0	0	0	0	12	0	13	0	.....	1020
.....	0	2	0	20	....	....	....	....	0	6	0	1	0	4	0	4	3,000	1021
R. C	0	3	0	18	0	0	0	0	0	0	7	5	0	0	0	2	150	1022
Epis	1	9	0	52	0	0	0	0	0	8	27	69	0	7	0	2	.....	1023
R. C	11	0	178	0	0	0	22	0	....	....	22	0	14	0	....	....	.....	1024
.....	7	0	109	0	0	0	50	0	52	0	110	0	14	0	13	0	1,500	1025
Nonsect	6	1	71	0	0	0	3	0	8	0	13	0	3	0	2	0	2,000	1026
.....	2	0	20	1	0	0	11	2	8	0	0	0	3	1	3	1	900	1027
Epis	2	7	0	100	0	0	0	15	....	....	15	45	0	6	3	0	600	1028
R. C	0	2	0	18	....	....	....	....	....	....	28	52	0	1	....	....	.....	1029
.....	3	0	18	32	0	0	3	3	....	....	8	10	0	0	0	0	.....	1030
Friends	1	1	27	33	0	0	....	....	....	....	30	18	0	1	0	0	.....	1031
.....	2	0	12	0	0	0	4	0	8	0	0	0	4	0	4	0	23	1032
R. C	6	0	64	0	0	0	0	0	0	0	214	0	8	0	0	0	3,250	1033
Nonsect	1	1	12	14	....	....	1	0	3	2	23	13	....	....	....	....	25	1034
United Breth	1	1	10	7	....	....	....	....	....	....	....	....	....	....	2	2	567	1035
Epis	7	0	87	0	0	0	10	0	61	0	20	0	8	0	6	0	23,000	1036
Bapt	5	0	139	16	3	0	49	4	33	5	24	0	26	0	26	0	.....	1037
Nonsect	4	0	34	40	0	0	11	10	2	0	0	0	2	2	2	1	150	1038
Nonsect	4	1	51	17	0	0	12	2	22	12	0	0	13	6	13	16	900	1039
Nonsect	4	0	94	0	1	0	45	0	49	0	0	0	27	0	31	0	600	1040
R. C	0	1	5	9	0	0	....	....	....	....	89	103	1	6	0	0	.....	1041
R. C	0	1	5	16	0	0	0	0	....	....	75	84	0	5	0	0	400	1042
Nonsect	1	1	10	6	....	....	2	0	....	....	12	7	0	0	....	....	100	1043
R. C	0	3	0	30	0	0	0	10	0	10	0	17	0	0	0	3	350	1044
Nonsect	0	13	0	132	0	0	....	....	....	....	0	0	0	12	....	....	5,913	1045
Presb	1	1	8	16	0	0	2	3	2	0	0	0	0	0	0	0	1,000	1046
R. C	0	4	0	28	0	0	....	....	....	....	0	48	0	21	0	0	4,000	1047
R. C	0	7	0	46	....	....	....	....	....	....	0	32	0	2	....	....	5,000	1048
Nonsect	2	1	75	70	....	....	....	....	....	....	0	0	3	2	3	2	500	1049
Nonsect	3	4	76	69	....	....	20	10	11	16	24	46	18	10	2	1	550	1050
Presb	1	2	27	25	0	0	4	0	7	5	0	0	1	4	1	4	1,000	1051
Nonsect	0	6	0	40	0	0	....	....	....	....	6	34	0	0	0	0	50	1052
Reformed	6	1	39	18	0	0	14	1	14	2	0	0	....	....	7	2	.....	1053
R. C	0	4	0	90	0	0	0	10	0	0	0	200	0	4	0	0	.....	1054
Nonsect	2	3	70	80	0	0	....	....	....	....	80	90	....	....	4	5	.....	1055
Nonsect	0	2	0	42	....	....	0	2	....	....	0	10	0	5	0	2	8,000	1056
R. C	0	1	5	35	0	0	0	12	5	20	20	45	0	0	0	0	300	1057
7-Day Ad	3	0	25	44	....	....	....	....	....	....	25	30	....	....	....	....	100	1058
Nonsect	2	1	20	19	0	0	1	0	....	....	0	0	0	0	0	0	100	1059
Cong	5	2	48	44	0	0	....	....	....	....	0	0	....	....	....	....	6,200	1060

TABLE 5.—*Statistics of endowed academies, seminaries,*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	OBEGON—continued.		
1061	Mount Angel	Queen of Angels Academy	Mother M. Bernardine
1062	Pendleton	St. Joseph's Academy	Sister Mary Stanislaus
1063	Portland	Bishop Scott Academy	J. W. Hill, B. A., M. D
1064	.....do	Portland Academy*	J. R. Wilson
1065	.....do	St. Helen's Hall	Miss Mary B. Rodney
1066	.....do	St. Michael's College*	Rev. Brother Lactain
1067	The Dalles	St. Mary's Academy	Sister M. Laurentia
1068	.....do	Wasco Independent Academy and State Normal School.	J. Stanley Brown
	PENNSYLVANIA.		
1069	Academia	Tuscarora Academy	Ida M. Barton, A. B
1070	Allegheny (140 Grant ave.).	School for Girls and Young Ladies	Miss Mary Maitland
1071	Ambler	Sunnyside School	Miss S. A. Knight
1072	Barkeyville	Barkeyville Academy	Charles Manchester, B. D
1073	Beaver	Beaver College and Musical Institute	Rev. R. T. Taylor, A. M., D. D.
1074	Bellefonte	Bellefonte Academy*	Rev. J. P. Hughes
1075	Bethlehem	Moravian Parochial School	Albert George Rau, B. S
1076	.....do	Preparatory School for Lehigh University.	Wm. Ulrich
1077	Birmingham	Mountain Seminary	Miss N. J. Davis
1078	Blairsville	Blairsville Seminary	Rev. T. R. Ewing, D. D
1079	Bustleton	St. Luke's Boarding School for Boys	Charles H. Strout
1080	Chambersburg	Chambersburg Academy	M. R. Alexander, A. M
1081	Chester	Chester Academy	George Gilbert
1082	Concordville	Maplewood Institute*	Joseph Shortlidge, A. M
1083	Dry Run	Dry Run Academy	Chas. W. Long, A. B
1084	Elders Ridge	Elders Ridge Classical and Normal Academy.	Rev. N. B. Kelly, A. M
1085	Erie	Erie Academy	George A. Willey, A. M
1086	.....do	St. Benedict's Academy*	Benedictine Sisters
1087	Factoryville	Keystone Academy	Fred Manville Loomis, A. M
1088	Fredericksburg	Schuylkill Seminary	Rev. G. Holzapfel, A. M
1089	Fredonia	Fredonia Institute	L. R. Eckles, A. M
1090	Germantown	Germantown Academy	William Kershaw, Ph. D
1091	Germantown (204 West Chelton ave.).	Miss Mary E. Stevens's School	Miss Mary E. Stevens
1092	Greensburg	Greensburg Seminary	W. M. Swingle, Ph. D
1093	Harrisburg	The Misses Tomkinson's School	Miss Martha M. Tomkinson
1094	Jenkintown	Abington Friends' School	Louis B. Ambler
1095	Kennett Square	Martin Academy	J. Henry Painter
1096	Kingston	Wyoming Seminary	Rev. L. L. Sprague, A. M., D. D.
1097	Lancaster	The Yeates Institute	Rev. Montgomery R. Hooper, M. A.
1098	Lansdowne	Darby Friends' School	Anna M. Ambler
1099	Lewistown	Lewistown Academy	Julien C. Pla, B. S
1100	Ligonier	Ligonier Classical Institute	E. H. Dickinson
1101	Loretto	Mount Aloysius Academy	Mother M. de Sales Ihmsen
1102	McDonald	Ingleside Academy	Rev. W. D. Irons
1103	McEwensville	McEwensville Academy	I. H. Mauser
1104	McSherrystown	St. Joseph's Academy	Mother Ignatius
1105	Media	Providence Preparatory Meeting School.*	Miss Alice W. Jackson
1106	Mercersburg	Mercersburg College*	Rev. George M. Aughinbaugh, D. D.
1107	Mifflintown	Mifflin Academy	J. J. Ealer
1108	Millville	Greenwood Seminary	Henry R. Russell
1109	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	Rev. Leroy Stephens, D. D
1110	Myerstown	Palatinate College	Edwin Maxey, president
1111	New Bloomfield	Bloomfield Academy	George W. Wagenseller, A. B.
1112	North East	St. Mary's College	Aug. Dooper, rector
1113	North Hope	North Washington Institute	H. S. Gilbert, B. E. D., B. S
1114	North Wales	North Wales Academy and School of Business.	Samuel U. Brunner

* Statistics of 1891-92.

other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
R. C	0	3	0	30	....	....	....	....	....	....	0	20	0	3	0	8	2,000	1061
R. C	0	3	1	36	0	0	....	....	....	....	20	50	0	0	....	....	250	1062
Epis	7	1	128	0	0	0	20	0	15	0	30	0	18	0	4	0	1,000	1063
	3	3	40	35	0	0	8	0	20	10	42	35	5	0	6	0	350	1064
P. E	1	8	0	75	0	0	0	1	0	0	2	26	0	2	0	0	750	1065
R. C	3	0	36	0	0	0	4	0	16	0	96	0	16	0	6	0	500	1066
R. C	0	2	0	13	0	0	....	....	....	....	50	120	0	4	....	....	.....	1067
Nonsect	1	2	24	28	0	0	3	4	3	0	0	0	2	4	....	....	300	1068
Nonsect	0	2	23	17	0	0	3	2	0	0	1	2	0	0	0	0	200	1069
Nonsect	0	2	0	12	....	....	....	....	....	....	0	1	....	....	....	....	.....	1070
	0	2	1	12	0	0	....	....	....	....	13	12	0	0	....	....	150	1071
	3	0	18	22	0	0	11	0	5	7	27	19	3	1	3	0	300	1072
M. E	0	6	0	95	0	0	....	....	....	....	0	15	0	4	....	....	1,600	1073
	1	1	20	30	0	0	15	10	5	5	30	10	10	5	....	....	100	1074
Moravian	3	2	48	34	0	0	1	1	18	0	75	65	7	3	7	1	300	1075
Nonsect	7	0	68	0	....	....	4	0	64	0	16	0	42	0	42	0	2,450	1076
Presb	0	2	4	48	0	0	4	12	....	....	6	8	1	2	1	0	2,000	1077
Presb	0	5	0	12	0	0	0	4	0	0	0	18	0	4	0	1	600	1078
Epis	5	0	40	0	0	0	3	0	8	0	0	0	2	0	2	0	700	1079
Presb	3	0	50	0	....	....	30	0	10	0	10	0	12	0	9	0	600	1080
	2	3	25	29	....	....	2	0	2	0	12	4	0	2	0	3	650	1081
Friends	4	0	27	0	....	....	5	0	2	0	0	0	....	....	....	....	2,000	1082
Nonsect	1	0	3	5	0	0	3	5	0	0	23	17	0	0	0	0	0	1083
Nonsect	2	1	27	23	0	0	12	10	4	0	0	0	6	4	3	2	500	1084
Nonsect	1	0	7	4	0	0	4	2	1	0	35	15	1	0	1	0	210	1085
R. C	0	1	0	15	....	....	0	5	....	....	0	90	0	0	0	0	500	1086
Bapt	5	3	108	82	0	0	25	8	30	10	0	0	5	4	4	3	3,200	1087
Evang. Ass	6	2	50	20	0	0	2	0	0	0	0	0	3	0	2	0	800	1088
Nonsect	5	2	75	104	0	0	19	2	0	0	47	32	6	4	5	0	205	1089
Nonsect	9	8	285	0	....	....	285	0	285	0	.....	.....	29	0	25	0	750	1090
Epis	1	3	0	32	....	....	....	....	0	....	0	80	0	12	0	8	1,800	1091
Lutheran	6	4	40	23	0	0	14	3	6	0	0	0	10	1	10	0	.....	1092
Nonsect	2	5	6	47	0	0	0	1	7	0	24	19	0	8	0	2	300	1093
Friends	3	7	33	47	0	0	....	....	5	0	44	24	2	3	1	0	400	1094
Friends	2	2	40	25	0	0	....	....	....	....	7	5	4	2	3	1	.....	1095
M. E	9	9	350	190	....	....	24	9	70	39	0	0	20	8	18	0	4,000	1096
P. E	2	0	36	0	....	....	30	0	....	....	0	0	0	0	....	....	.....	1097
Friends	0	5	19	34	....	....	....	....	....	....	5	11	....	....	....	....	.....	1098
Nonsect	1	2	14	14	0	0	1	1	0	0	10	21	0	1	0	1	.....	1099
Presb	2	1	38	33	0	0	1	0	2	0	11	20	0	0	1	0	.....	1100
R. C	0	7	0	48	0	0	0	0	0	0	0	12	0	1	0	2	800	1101
	2	2	33	31	....	....	20	11	8	23	....	....	4	2	4	2	.....	1102
Nonsect	1	1	32	32	....	....	8	3	....	....	2	0	2	0	....	....	400	1103
R. C	0	6	0	36	0	0	....	....	....	....	0	11	0	0	0	0	1,150	1104
Friends	0	4	14	7	0	0	0	0	2	0	5	13	2	0	2	0	0	1105
Reformed	3	2	27	21	0	0	12	0	0	0	0	0	4	3	4	3	.....	1106
Nonsect	2	0	25	25	....	....	2	2	3	0	0	0	....	....	....	....	.....	1107
Friends	1	3	26	21	0	0	....	....	....	....	8	14	....	....	....	....	.....	1108
Bapt	2	2	38	2	....	....	10	1	6	1	30	81	4	3	4	1	2,000	1109
	9	3	71	53	....	....	....	....	....	....	....	....	14	11	9	6	.....	1110
Nonsect	2	1	68	46	0	0	6	2	2	0	0	0	2	5	2	0	600	1111
R. C	7	0	98	0	....	....	....	....	....	....	0	0	9	0	....	....	.....	1112
Nonsect	2	3	29	35	0	0	....	....	....	....	0	0	2	2	1	0	300	1113
Nonsect	2	3	21	22	....	....	8	8	....	....	6	2	2	4	1	2	800	1114

TABLE 5.—*Statistics of endowed academics, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	PENNSYLVANIA—cont'd.		
1115	Oakdale Station	Oakdale Classical and Normal Academy.	T. J. George
1116	Ogontz	Cheltenham Academy	John Calvin Rice
1117	Oley	Oley Academy*	Martin S. Harting
1118	Philadelphia (401 South 22d st.).	William S. Blight, jr.'s School for Boys.	William S. Blight, jr
1119	Philadelphia (248 South 21st st.).	Day School for Girls *	Miss Katharine B. Hayward
1120	Philadelphia (700 North Broad st.).	Eastburn Academy	George Eastburn, M. A., Ph. D.
1121	Philadelphia (15th and Race sts.).	Friends' Central School	Miss Annie Shoemaker, William Birdsall.
1122	Philadelphia (140 North 16th st.).	Friends' Select School	J. Henry Bartlett, superintendent.
1123	Philadelphia (2037 De Lancey Place).	Miss Gibson's Family and Day School for Young Ladies and Little Girls.	Miss M. S. Gibson
1124	Philadelphia	Girard College	Adam H. Fetterolf, Ph. D., president.
1125	Philadelphia (4112 Spruce st.).	Miss Gordon's English and French Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon
1126	Philadelphia (4105 Chestnut st.).	The Hamilton School	Le Roy Bliss Peckham, head master.
1127	Philadelphia	Home School for Girls	Mme. H. V. F. Clerc
1128	Philadelphia (2011 De Lancey Place).	Agnes Irwin's School for Girls	Miss Agnes Irwin
1129	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Sisters of St. Joseph
1130	Philadelphia (18th and Chestnut sts.).	Rittenhouse Academy	De Benneville K. Ludwig, A. M.; Erasmus B. Wales, A. M.
1131	Philadelphia (1415 Locust st.).	Rugby Academy	O. C. Mordorf
1132	Philadelphia (1427 North 16th st.).	Schleigh Academy	Miss Frances M. Schleigh
1133	Philadelphia (2101 Spruce st.).	Walton School	Miss Cordelia Brittingham
1134	Philadelphia (1602 Green st.).	West Green Street Institute	Miss Martha Laird
1135	Philadelphia (2045 Walnut st.).	West Walnut Street Seminary	Mrs. Henrietta Kutz
1136	Philadelphia (8 South 12th st.).	William Penn Charter School	Richard M. Jones, LL. D
1137	Pittsburg	Ursuline Academy	Sister Frances
1138	Pottstown	The Hill School	John Meigs, Ph. D
1139	Prospect	Prospect Normal and Classical Academy.	F. W. Magee
1140	Reading	Selwyn Hall	Rev. William J. Wilkie, A. M.
1141	Rimersburg	Clarion Collegiate Institute	S. W. Kerr
1142	Saltsburg	Kiskiminetas Springs School	A. W. Wilson, jr., A. M.; R. Willis Fair, M. S.
1143	Scranton	School of the Lackawanna	Rev. Thomas M. Cann, A. M.; Walter H. Buell, A. M.
1144	Selinsgrove	The Missionary Institute*	J. R. Dimm, D. D
1145	Sharon	Hall Institute*	T. A. Edwards
1146	South Bethlehem	Bishopthorpe School for Girls	Miss Fanny I. Walsh
1147	Stanton	Belleview Academy	J. R. Millin, A. M
1148	Sugar Grove	Sugar Grove Seminary and Conservatory.	Rev. R. J. White, A. B
1149	Towanda	Susquehanna Collegiate Institute	Edwin E. Quinlan, A. M
1150	Uniontown	Redstone Academy and Commercial College.	James H. Griffith
1151	Ward	Ward Academy	Benj. F. Leggett, Ph. D
1152	Washington	Trinity Hall	W. W. Smith, rector; John B. Wheeler, head master.
1153	Waterford	Waterford Academy	W. F. Mercer, Ph. M

* Statistics of 1891-92.

other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	1	1	10	7	0	0	5	0	....	....	8	13	3	0	4	5	100	1115
Nonsect	2	0	66	0	0	0	6	0	29	0	8	0	7	0	6	0	1,000	1116
Nonsect	1	1	50	30	0	0	7	1	3	0	52	37	....	....	0	0	1,500	1117
Nonsect	5	0	34	0	0	0	2	0	2	0	20	0	4	0	6	0	.....	1118
Nonsect	0	9	0	57	0	0	0	4	0	4	0	5	0	0	0	6	.....	1119
Nonsect	10	2	123	0	0	0	25	0	30	0	18	0	12	0	8	0	1,200	1120
Friends	10	32	226	400	0	0	0	16	....	....	0	0	17	43	6	3	500	1121
Friends (Crth.).	4	7	73	85	0	0	....	....	....	....	25	25	1	19	0	4	12,000	1122
Nonsect	1	3	0	24	....	....	....	....	....	....	0	6	....	....	....	....	.....	1123
Nonsect	9	5	268	0	0	0	....	....	....	....	1291	0	....	....	....	....	12,277	1124
Nonsect	1	8	0	65	0	0	0	6	0	0	0	35	0	4	0	2	1,000	1125
Nonsect	3	0	50	0	0	0	40	0	2	0	50	3	6	0	5	0	300	1126
Epis	0	2	0	21	....	....	....	....	....	....	0	0	0	10	....	....	2,500	1127
Nonsect	2	13	0	114	0	0	0	6	0	0	0	16	0	3	....	....	1,500	1128
R. C	2	4	0	60	0	0	0	0	0	0	25	40	0	0	....	....	5,000	1129
Nonsect	7	0	41	0	0	0	9	0	25	0	4	0	6	0	6	0	0	1130
Nonsect	8	0	85	0	0	0	25	0	5	0	0	0	12	0	8	0	.....	1131
Nonsect	0	1	0	10	0	0	0	10	0	0	24	29	....	....	....	....	.....	1132
.....	0	2	0	68	....	....	0	7	0	13	0	12	0	1	0	6	.....	1133
Nonsect	1	5	0	30	....	....	....	....	....	....	0	7	0	2	....	....	.....	1134
Nonsect	0	4	0	40	....	....	0	10	....	....	.....	.....	0	6	0	12	1,200	1135
Friends	19	0	307	0	....	....	135	0	271	0	99	0	41	0	39	0	1,604	1136
R. C	0	8	0	87	....	....	0	35	....	....	0	25	0	4	....	....	500	1137
Nonsect	14	0	105	0	....	....	50	0	60	0	15	0	15	0	15	0	3,500	1138
Nonsect	1	1	13	13	0	0	....	....	....	....	34	24	7	9	....	....	.....	1139
P. E	5	0	37	0	0	0	12	0	3	0	0	0	....	....	....	....	500	1140
Reformed	1	0	13	22	0	0	1	4	0	0	6	6	0	0	....	....	250	1141
Nonsect	1	0	47	0	....	....	10	0	20	0	15	0	11	0	11	0	150	1142
Nonsect	3	2	86	56	0	0	20	8	15	5	19	15	9	6	7	3	2,000	1143
Luth	6	1	105	20	0	0	30	5	1	0	0	0	4	1	4	1	2,500	1144
Bapt	4	3	23	32	0	0	15	2	....	....	8	6	4	0	4	9	600	1145
Epis	0	4	0	28	....	....	....	....	....	....	0	0	0	0	0	0	.....	1146
Nonsect	1	0	4	4	....	....	3	2	....	....	30	20	....	....	....	....	.....	2147
United Breth	2	3	88	101	0	1	7	3	....	....	3	3	7	7	....	....	1,000	1148
Presb	4	3	100	90	0	0	12	0	5	0	10	9	7	3	6	1	1,000	1149
Nonsect	3	1	73	31	0	0	3	1	25	4	9	16	11	1	0	0	30	1150
.....	1	1	4	12	0	0	0	0	0	0	14	12	0	2	0	0	600	1151
.....	4	0	28	0	0	0	28	0	0	0	0	0	....	....	....	....	1,600	1152
Nonsect	2	3	45	66	....	....	3	1	10	14	0	0	2	4	....	....	400	1153

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	PENNSYLVANIA—cont'd.		
1154	West Chester	Darlington Seminary for Young Ladies.	Richard Darlington
1155	West Sunbury	Sunbury Academy	F. E. Knoch, B. S.
1156	Westtown	Westtown Boarding School	Zebedee Haines, superintendent.
1157	Wilkesbarre	Harry Hillman Academy	Harry C. Davis, A. M.
1158	Williamsport	Ladies' Classical Institute	Miss Jane M. Wilson
1159	do	Williamsport Dickinson Seminary	Edward J. Gray, D. D.
1160	Wyncote	Chelten Hills School	Mrs. E. W. Heacock
1161	York	York Collegiate Institute	Rev. E. T. Jeffers, D. D.
	RHODE ISLAND.		
1162	East Greenwich	East Greenwich Academy	Rev. F. D. Blakeslee, D. D.
1163	Providence (Elmhurst)	Academy of the Sacred Heart	Mme. Hogan
1164	Providence	English and Classical School	Charles B. Goff, Ph. D.
1165	do	Friends' School	Augustine Jones
1166	do	La Salle Academy	Brother James
1167	Providence (280 Benefit st.).	Miss Sheldon's School for Young Ladies.	Miss Helen M. Shelden
	SOUTH CAROLINA.		
1168	Aiken	Aiken Institute	J. F. McKinnon, A. B
1169	Anderson	Miss Hubbard's Home School	Miss Lenora C. Hubbard
1170	do	Patrick Military Institute	John B. Patrick
1171	Batesburg	Batesburg High School	J. M. T. Childrey, B. A.
1172	Charleston	Academy of Our Lady of Mercy	Sister Mary Agatha
1173	do	Charleston Female Seminary*	Miss E. A. Kelly
1174	do	The High School of Charleston	Virgil C. Dibble, A. M.
1175	do	Porter Military Academy	Charles J. Colcock, head master.
1176	do	Mrs. Isabel N. Smith's Private School.	Mrs. Isabel N. Smith
1177	do	University School	W. D. McKenney
1178	Charleston (11 Nassau st.).	Wallingford Academy	Rev. L. A. Grove
1179	Chesterfield	Chesterfield Academy	—— Wright
1180	Clinton	Preparatory Department and High School of the Presbyterian College in South Carolina.	J. I. Cleland, M. A., president.
1181	do	Thornwell Orphanage	Rev. Wm. P. Jacobs, D. D.
1182	Clio	Hebron High School	D. W. Daniel
1183	Cokesbury	Cokesbury Conference School	C. C. Reed
1184	Dudley	Dudley High School	Miss Maude Leach Alford
1185	Frogmore	Penn Normal and Industrial School	Miss L. M. Towne, Miss E. Murray.
1186	Gowensville	Gowensville Seminary	W. D. O'Shields
1187	Honea Path	Honea Path High School*	J. B. Watkins
1188	Jordan	Jordan Academy	John M. Knight
1189	Kelton	Kelton Academy	S. M. Rice, jr.
1190	Kershaw	Kershaw High School	D. P. R. Beck
1191	Lexington	Palmetto Collegiate Institute	Percival E. Rowell
1192	Manning (box 3)	Manning Collegiate Institute	D. C. Anderson
1193	Ninety-Six	Ninety-Six High School	J. C. Cork, M. A.
1194	Reidville	Reidville Female College	A. Spencer
1195	do	Reidville Male High School	A. Spencer
1196	Stokes Bridge	Hebron High School	W. A. Massebean
1197	Sumter	The Sumter Institute	H. Frank Wilson president
1198	Williamston	Williamston Male High School	G. S. Goodgion
1199	Woodruff	Woodruff Male and Female High School.	B. W. Getsinger
	SOUTH DAKOTA.		
1200	Canton	Agustana College	Anthony G. Tuve
1201	Sioux Falls	All Saints School	Miss Helen S. Peabody
1202	do	University of Sioux Falls	E. B. Meredith
1203	Yankton	Benedictine Convent of the Sacred Heart.	Rev. S. H. O'Hare

other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Friends	0	2	0	70	0	0	0	6	0	5	0	0	0	6	0	2	800	1154
Nonsect	3	3	100	125	0	0	75	30	25	50	0	0	2	7	1	1	525	1155
Friends	5	3	56	64	0	0	3	1	10	4	83	55	7	12	2	1	5,000	1156
Nonsect	8	2	105	0	...	...	13	0	25	0	30	30	12	0	6	0	300	1157
Nonsect	0	3	0	25	...	...	...	...	...	...	0	25	...	...	...	...	...	1158
M. E	6	8	119	145	0	0	5	2	0	0	11	11	11	23	2	4	5,000	1159
	2	3	9	25	...	...	0	2	1	0	12	19	0	6	0	1	...	1160
Nonsect	3	3	39	21	0	0	...	...	...	...	7	15	5	4	3	0	3,000	1161
M. E	4	8	119	92	0	0	24	2	20	15	38	27	13	12	11	2	...	1162
R. C	0	7	0	60	0	0	...	...	...	...	0	15	0	9	...	...	3,500	1163
Nonsect	3	1	101	0	0	0	93	0	18	0	96	0	19	0	11	0	1,000	1164
Friends	7	3	56	94	0	0	11	9	...	...	35	55	2	19	2	3	7,000	1165
R. C	4	0	164	0	0	0	77	0	...	...	28	0	6	0	2	0	...	1166
Nonsect	1	5	0	50	...	...	0	4	...	...	0	46	0	3	0	1	500	1167
...	0	3	30	30	...	...	6	0	...	...	75	85	4	3	1	1	...	1168
...	0	3	12	26	0	0	4	16	...	...	38	33	2	2	...	...	...	1169
Nonsect	3	0	70	0	0	0	3	0	5	0	10	0	10	0	3	0	500	1170
Bapt	1	1	12	7	0	0	4	0	0	0	25	19	0	0	5	0	...	1171
R. C	0	2	0	50	...	...	...	...	...	...	0	40	0	5	...	...	150	1172
Nonsect	0	6	0	100	0	0	...	...	...	...	0	20	...	...	0	13	2,000	1173
Nonsect	6	0	164	0	0	0	15	0	25	0	18	0	7	0	4	0	100	1174
Epis	6	1	75	0	0	0	0	0	0	0	35	0	8	0	...	...	...	1175
...	0	4	0	35	0	0	0	0	0	0	0	60	0	9	...	...	...	1176
Nonsect	3	0	50	0	20	0	0	0	...	...	12	0	...	...	...	...	0	1177
Presb	1	1	15	27	15	27	5	3	8	9	125	167	3	5	3	3	200	1178
Nonsect	1	1	3	12	0	0	3	0	5	6	47	31	0	0	0	0	0	1179
Presb	2	1	32	13	0	0	6	0	8	4	18	17	12	2	17	5	300	1180
Presb	2	2	12	20	0	0	4	10	...	...	36	42	...	...	...	...	...	1181
Meth	1	1	34	37	0	0	3	4	2	0	11	23	1	1	1	1	87	1182
Meth	1	1	13	10	0	0	6	5	3	0	21	19	0	0	0	0	0	1183
Bapt	1	1	7	11	...	...	...	...	...	...	7	8	...	...	...	...	...	1184
Nonsect	0	2	20	14	20	14	0	0	0	0	112	103	3	0	0	0	200	1185
Bapt	1	1	25	30	0	0	2	1	0	0	12	13	0	0	0	0	...	1186
...	1	1	41	40	0	0	18	15	...	...	65	60	...	...	0	0	125	1187
Nonsect	1	1	5	10	0	0	4	6	0	0	25	30	0	2	0	2	0	1188
Nonsect	1	1	28	32	...	...	...	...	...	...	7	9	...	...	...	...	...	1189
Nonsect	1	0	26	20	0	0	3	2	0	0	40	30	...	...	...	...	...	1190
...	3	2	62	53	0	0	...	...	...	...	28	32	4	5	...	...	200	1191
Nonsect	1	0	13	14	0	0	0	0	0	0	16	12	0	0	0	0	0	1192
Nonsect	1	1	15	10	...	...	6	7	2	3	20	25	...	...	...	...	...	1193
Presb	0	2	0	20	0	0	0	9	...	...	0	30	0	0	...	...	600	1194
Presb	2	0	26	0	0	0	3	0	0	0	38	0	0	0	3	0	100	1195
Meth	1	2	38	44	...	...	16	14	6	0	12	16	3	6	3	6	60	1196
Nonsect	1	3	0	55	0	0	0	0	0	0	0	30	0	14	0	0	500	1197
Nonsect	1	0	6	0	0	0	3	0	2	0	27	18	0	0	1	0	32	1198
Bapt	1	1	35	45	...	...	2	4	2	6	12	15	0	0	...	...	...	1199
Luth	1	1	29	10	0	0	29	10	0	0	67	54	8	2	6	0	1,000	1200
P. E	0	5	0	60	...	...	...	...	0	3	0	31	0	9	0	3	300	1201
Bapt	5	5	41	38	0	0	7	5	14	5	12	8	4	11	3	6	600	1202
R. C	1	3	0	16	0	0	0	0	0	6	2	13	0	0	0	0	100	1203

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post office.	Name of institution.	Name of principal.
	1	2	3
	TENNESSEE.		
1204	Alexandria	T. M. Lawrence College	F. S. Gold
1205	Bellbuckle	Webb School	W. R. and J. M. Webb
1206	Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M.
1207	Bloomington	Bloomington College	Ed. R. Ling, M. S.
1208	Bluff City	Zollicoffer Institute	J. W. Repass, A. B.
1209	Brownsville	Wesleyan Female College	T. W. Crowder, president
1210	do	Brownsville Military School	E. A. Maddox
1211	Butler	Holly Spring College	James H. Smith
1212	Centerville	Centreville High School	W. A. Matthews
1213	Chattanooga	Caulkins School*	Wilford Caulkins, A. M.
1214	do	Chattanooga College for Young Ladies.	John L. Cooper, A. M., president.
1215	Clarksville	Clarksville Female Academy	Mrs. E. G. Buford
1216	Cleveland	Centenary Female College	Rev. D. Sullins, D. D.
1217	Clifton	Clifton Masonic Academy*	J. F. Hughes
1218	do	Clinton High School	E. B. Booth
1219	Covington	Tipton Female Seminary*	Geo. D. Holmes
1220	Culleoka	Culleoka Academy	Capt. R. William Lambuth
1221	Erin	Houston College	G. L. Byrom
1222	Darden	Darden Academy*	I. S. White
1223	Eve Mills	Tulogahler College	J. P. Hicks, B. S.
1224	Fayetteville	Fayetteville Collegiate Institute*	James A. Tate
1225	Foutch	New Helton School	T. J. Washer
1226	Franklin	Franklin Academy	P. Campbell and James E. Scobey.
1227	do	Wall and Mooney's School*	W. D. Mooney, A. M., and S. V. Wall.
1228	Gordonsville	Gordonsville Academy	John Washburn
1229	Grand View	Grand View Normal Institute	W. F. Cameron
1230	Green Brier	Central Tennessee Normal School	N. J. Pritchard, A. B
1231	Greeneville	Greeneville Collegiate Institute*	Jacobus D. Droke, A. M.
1232	Hartsville	Hartsville Masonic Institute	Gross & Boone
1233	Henderson	Jackson District High School	I. B. Day
1234	Holladay	Holladay Independent Normal School.	J. W. Murphy and G. M. Leslie.
1235	Howell	Howell Academy	R. K. Morgan
1236	Huntingdon	Southern Normal University	J. A. Baker, A. M.
1237	Joppa	Sulphur Springs Academy	C. C. Justus
1238	Knoxville	The University School of Knoxville	Lewis M. G. Baker, M. A.
1239	Lexington	Lexington Academy	S. A. Mynders, B. A.
1240	Lewisburg	Haynes-McLean School	W. W. McLean
1241	Loudon	Loudon High School	J. P. Stephenson
1242	McKenzie	McTyeire Institute	Rev. Joshua H. Harrison, B. A.
1243	Manchester	Manchester College	Charles L. Phillips
1244	Martin	McFerrin College*	J. T. Williams, A. B
1245	Memphis	Clara Conway Institute	Miss Clara Conway
1246	do	Memphis Institute*	Wharton Stewart Jones
1247	do	St. Agnes Academy	Sister Vincenta
1248	Memphis (336 Poplar st)	St. Mary's School	Sister Hugh Etta
1249	Mountain City	Masonic Institute	D. S. Lyon
1250	Murfreesboro	Murfreesboro Academy	Walter W. Brown, A. M.
1251	Nashville	Boscobel College	J. G. Paty
1252	do	Montgomery Bell Academy	S. M. D. Clark
1253	do	St. Cecilia Academy	Mother Ursula Wildman
1254	do	Select School for Young Ladies	Mrs. M. E. Clark
1255	Nettle Carrier	Alpine Institute	B. O. Bowden
1256	Orysa	Hatcher Academy	Professor Chandler
1257	Overall	Salem Academy	Prof. L. V. Ellington
1258	Paint Rock	Seven Islands Academy*	Prof. J. H. Fritts
1259	Persia	Holston Valley High School*	J. T. Pope
1260	Pinewood	Pinewood Academy	A. M. Whipple
1261	Prospect	Prospect Academy	D. J. Moore
1262	Ripley	Lauderdale Institute	Ferdinand M. Malone, A. M.
1263	Rogersville	McMinn Academy	A. V. Martin
1264	Sweetwater	Sweetwater Seminary for Young Ladies.	J. H. Richardson, president
1265	Tazewell	Tazewell College	F. M. Killgore

*Statistics of 1891-92.

other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	1	1	10	28	...	...	...	...	1	0	12	13	0	1	...	...	150	1204
M. E. So	5	1	275	27	...	...	160	80	...	...	0	0	13	2	17	3	1,900	1205
M. E	3	0	44	0	0	0	12	3	17	6	49	33	0	0	0	0	50	1206
M. E	2	2	34	28	0	0	0	0	24	11	30	18	0	0	0	0	0	1207
Nonsect	1	0	9	5	0	0	...	...	...	...	81	74	0	0	0	0	...	1208
Meth	1	5	1	104	0	0	...	...	...	...	15	30	0	20	...	...	0	1209
...	1	0	36	0	...	...	...	...	...	...	0	0	0	0	...	...	...	1210
Nonsect	2	0	22	20	0	0	6	5	3	2	55	68	6	1	4	0	...	1211
...	1	2	30	26	0	0	13	15	18	9	15	10	10	6	19	14	109	1212
Nonsect	1	0	18	2	0	0	2	0	16	2	33	44	1	1	1	1	500	1213
Nonsect	2	6	0	74	...	...	...	...	...	...	0	10	0	2	...	...	1,400	1214
M. E. So	0	2	0	50	...	...	0	10	...	...	0	20	0	11	...	...	335	1215
M. E. So	4	3	0	160	0	0	0	67	0	0	0	24	0	7	...	...	...	1216
...	1	2	14	19	...	...	...	...	...	...	...	...	...	...	...	...	4,000	1217
Nonsect	1	1	20	18	...	...	...	...	...	...	92	74	2	7	...	...	175	1218
Nonsect	1	3	2	81	0	0	...	...	...	...	15	28	...	...	...	8	150	1219
Meth	1	2	35	15	0	0	20	10	...	...	15	10	0	0	0	0	895	1220
...	1	1	15	20	...	...	...	...	...	...	95	109	...	...	...	...	150	1221
...	1	1	30	35	...	...	...	...	...	...	50	40	...	...	...	...	50	1222
Nonsect	1	0	12	13	...	...	4	2	...	...	20	20	...	...	2	4	...	1223
Nonsect	3	4	74	86	0	0	...	...	...	...	80	60	0	0	0	0	0	1224
Bapt	1	1	25	15	0	0	10	5	...	...	50	40	5	1	20	14	0	1225
Nonsect	3	0	52	11	0	0	16	3	...	...	10	5	0	0	0	0	0	1226
Nonsect	3	0	167	0	0	0	95	0	40	0	0	0	12	0	15	0	1,100	1227
Nonsect	2	0	20	25	0	0	2	4	0	0	40	40	0	0	0	0	35	1228
Cong	2	4	40	27	0	0	0	0	0	0	48	32	0	2	...	...	1,000	1229
Nonsect	2	0	16	0	...	...	...	...	...	...	56	53	0	0	...	...	200	1230
M. E. So	1	1	15	18	0	0	15	18	...	...	47	32	...	...	...	...	25	1231
Nonsect	2	0	18	12	0	0	...	...	...	...	57	63	3	0	...	...	350	1232
M. E. So	2	2	30	40	...	...	...	...	...	...	30	30	1	2	...	...	...	1233
Nonsect	3	2	123	120	0	0	7	0	9	2	49	31	18	2	16	2	300	1234
Nonsect	1	0	7	10	0	0	0	0	0	0	15	15	0	0	0	0	0	1235
Nonsect	3	2	70	30	0	0	15	12	40	30	20	20	25	20	0	0	2,000	1236
Nonsect	2	1	30	30	0	0	10	8	15	5	55	40	0	0	0	0	32	1237
Nonsect	4	0	93	0	0	0	75	0	18	0	27	0	2	0	2	0	...	1238
...	1	2	39	36	0	0	8	4	4	3	60	75	2	5	2	4	1,200	1239
Nonsect	2	1	60	40	0	0	5	2	1	0	10	12	2	3	1	2	250	1240
Nonsect	1	1	12	7	...	...	...	...	...	...	6	5	...	...	...	...	...	1241
Meth	2	0	25	15	0	0	...	...	...	...	10	15	6	1	6	1	600	1242
Nonsect	1	1	28	12	...	...	8	0	3	0	15	15	0	0	0	0	0	1243
M. E. So	2	4	51	70	0	0	12	20	16	8	18	20	4	8	4	8	150	1244
...	0	10	0	150	...	...	...	6	...	...	6	24	0	27	0	6	500	1245
Nonsect	5	0	102	2	...	...	...	...	...	...	10	...	...	...	...	...	...	1246
R. C	0	8	0	80	...	...	...	...	...	...	0	50	0	12	0	14	300	1247
Epis	0	7	0	60	...	...	0	4	0	4	0	60	0	10	...	...	500	1248
...	1	1	23	11	...	...	...	...	...	...	54	55	...	...	...	...	...	1249
Bapt	2	0	32	0	...	...	...	...	...	...	9	0	...	...	...	...	...	1250
Bapt	0	2	0	60	...	...	...	...	...	...	0	70	0	15	...	...	1,000	1251
Nonsect	5	0	62	0	0	0	5	0	10	0	46	0	10	0	1	0	428	1252
R. C	0	4	0	48	0	0	...	...	...	...	0	60	0	8	...	...	...	1253
Nonsect	0	5	0	50	...	...	0	1	...	...	0	10	0	10	0	1	200	1254
Nonsect	2	0	106	50	0	0	...	...	...	...	20	15	9	2	...	...	60	1255
...	1	1	5	4	...	...	...	...	...	...	6	7	...	...	...	...	...	1256
Nonsect	1	1	17	21	...	...	3	4	...	...	25	30	0	1	...	...	...	1257
Nonsect	1	0	20	15	0	0	5	4	4	4	40	30	...	...	...	...	64	1258
Bapt	2	1	50	35	...	...	3	2	2	2	30	25	0	0	0	0	...	1259
Nonsect	1	0	10	10	0	0	1	0	...	...	12	30	0	0	1	0	200	1260
Nonsect	1	2	54	53	...	...	15	6	8	10	20	18	3	2	3	2	0	1261
Nonsect	1	1	25	30	0	0	1	1	0	0	40	60	2	4	1	1	200	1262
Nonsect	1	0	32	0	0	0	12	0	2	0	24	0	0	0	0	0	0	1263
Nonsect	0	2	0	25	...	...	...	...	...	...	0	30	0	4	0	3	2,000	1264
Nonsect	2	1	19	22	0	0	0	0	0	0	25	20	0	0	0	0	0	1265

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	TENNESSEE—continued.		
1266	Tiptonville	Tiptonville Male and Female Academy	D. L. Van Amburgh
1267	Trenton	Laneview Academy	J. W. Meadows
1268	Troy	Obion College	A. B. Collom, A. B.
1269	Viola	Viola Normal School*	E. D. Sousley, A. B.
1270	Waverly	Waverly College	W. E. Miller
1271	Wheat	Roane College*	Rev. John P. Dickey, A. M.
1272	Williston	Williston Academy	J. T. Nolen, A. B., B. D
	TEXAS.		
1273	Alto	Alto High School*	J. P. Matthews
1274	Austin (502 West 14th st.).	Bickler Academy	Jacob Bickler
1275	Belton	Belton Male Academy	Chas. H. Wedemeyer, A. M.
1276	Bonham	Carlton College	Charles Carlton
1277	....do	Masonic Female Institute	J. B. Lyle
1278	Brownsville	Incarnate Word Academy	Mother M. Benedict
1279	Buffalo	Buffalo Gap College	R. W. Benge
1280	Carthage	Panola Male and Female College	L. C. Libby, A. B.
1281	Castroville	Divine Providence Academy	Rev. Mother M. Florence
1282	Chico	Male and Female Institute	J. Douglass Witt, A. B.
1283	Cooper	East Texas Normal College	W. L. Mayo
1284	Corpus Christi	Corpus Christi Female College	Mrs. J. D. Meredith
1285	Dallas	Central Academy	Waldermar Malcolmson
1286	Eddy	Eddy Literary Scientific Institute	J. M. Bedichek
1287	Galveston	Ursuline Convent	Mother M. Joseph
1288	Hearne	Hearne Academy	H. M. Williams
1289	Jasper	South East Texas Male and Female College.	E. E. Barker
1290	Kilgore	Alexander Institute*	George J. Munn, president
1291	McKinney	McKinney Collegiate Institute	R. K. Moseley
1292	Marshall	Bishop College	Rev. N. Wolverton, B. A.
1293	Minden	Rock Hill Institute	G. I. Watkins, A. M.
1294	Midlothian	Polytechnic Institute	W. W. Works
1295	Moulton Institute	Moulton Institute*	M. H. Allis, A. M.
1296	Omen	Summer Hill Select School	A. W. Orr
1297	Quanah	Quanah College	Rev. J. L. Dickens, Ph. D., LL. D.
1298	Robinson	Robinson Graded School	John Strauss
1299	Salado	Thomas Arnold High School	S. J. Jones, A. M., Ph. D., T. J. Witt, Ph. B.
1300	San Antonio (cor. Travis and Jefferson sts.).	Magruder's Collegiate Institute	J. B. Magruder, A. M.
1301	San Antonio	St. Mary's College	Rev. Francis Feith
1302	San Antonio (1935 North Flores st.).	San Antonio Academy	W. B. Seeley, Ph. D.
1303	San Antonio	Ursuline Academy	Madam St. Ursula, superioress.
1304	San Marcos	Coronal Institute	A. A. Thomas, A. M., president
1305	Seguin	Montgomery Institute	Mrs. P. F. Smith
1306	Sherman	North Texas Female College	Mrs. L. A. Kidd, president
1307	....do	Sherman Institute	J. G. Nash, A. M., LL. D.
1308	Springtown	Springtown Baptist Male and Female Institute.	B. F. Fronabarger, president
1309	Van Alstyne	Columbia College	H. L. Piner
1310	Victoria	Nazareth Academy	Sister Mary St. Claire
1311	....do	St. Joseph's College	Very Rev. L. Wyer
1312	Walnut Springs	Central College	John Collier, president
1313	Weatherford	Texas Female Seminary*	W. B. Farr, D. D.
1314	....do	Weatherford College	David S. Switzer, A. M.
	UTAH.		
1315	Logan	Brigham Young College	J. H. Paul
1316	....do	New Jersey Academy	J. A. L. Smith
1317	Mill Creek	Central Seminary	Horace Cummings
1318	Mount Pleasant	Wasatch Academy	Geo. H. Marshall

* Statistics of 1891-92.

other private secondary schools—1892-93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grade.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	1	1	23	18	0	0	5	2	.....	.....	34	31	2	0	0	0	0	1266
.....	2	0	25	15	.....	.....	6	0	.....	.....	35	41	8	2	5	0	.....	1267
Nonsect.....	1	0	9	15	.....	.....	.....	.....	.....	.....	60	100	.....	.....	.....	.....	500	1268
.....	1	0	15	10	0	0	6	4	4	3	20	20	.....	.....	2	2	250	1269
.....	2	2	25	30	0	0	.....	.....	.....	.....	50	40	6	16	.....	...	500	1270
Nonsect.....	2	1	30	43	.....	.....	6	1	30	43	20	22	.....	.....	.....	.....	.....	1271
Meth.....	1	1	20	21	0	0	2	3	.....	.....	12	14	.....	.....	.....	.....	.....	1272
Nonsect.....	1	0	8	12	0	0	.....	.....	.....	.....	40	40	.....	.....	.....	.....	100	1273
Nonsect.....	2	1	25	6	0	0	.....	.....	20	5	58	14	.....	.....	.....	.....	625	1274
Nonsect.....	4	0	95	0	.....	.....	.....	.....	.....	.....	30	0	6	0	3	0	150	1275
.....	.....	2	0	60	.....	.....	0	0	0	0	24	27	.....	.....	.....	3	.....	1276
Nonsect.....	0	5	0	50	.....	.....	0	50	.....	.....	0	0	.....	.....	.....	.....	300	1277
R. C.....	0	5	0	70	.....	.....	.....	.....	0	42	40	200	.....	.....	.....	.....	1,000	1278
Cumb.Presb.	1	1	25	40	.....	.....	.....	.....	.....	.....	100	35	.....	.....	.....	.....	.....	1279
.....	3	2	71	109	0	0	2	7	.....	.....	62	73	2	9	.....	.....	470	1280
R. C.....	0	1	0	22	.....	.....	.....	.....	.....	.....	0	12	0	2	.....	.....	.....	1281
.....	3	0	60	35	0	0	18	31	15	5	84	65	0	0	0	0	.....	1282
Nonsect.....	6	4	112	104	0	0	14	10	53	46	92	87	11	13	8	9	1,000	1283
Nonsect.....	0	1	0	40	0	0	0	0	0	0	0	40	0	0	0	10	800	1284
Nonsect.....	1	0	56	9	.....	.....	10	0	.....	.....	8	3	.....	.....	.....	.....	1,000	1285
.....	1	1	25	31	.....	.....	.....	.....	7	9	27	37	.....	.....	.....	.....	300	1286
R. C.....	0	3	0	65	.....	.....	.....	.....	.....	.....	0	50	0	2	.....	.....	3,000	1287
Bapt	2	2	14	20	14	20	6	4	.....	.....	34	82	5	1	5	1	50	1288
Nonsect.....	1	0	5	14	.....	.....	4	8	.....	.....	48	46	0	0	.....	.....	.....	1289
M. E. So.....	2	2	50	45	0	0	.....	.....	.....	.....	50	50	.....	.....	.....	3	350	1290
Nonsect.....	0	1	15	10	.....	.....	.....	.....	.....	.....	25	20	3	3	0	3	200	1291
Bapt	5	4	101	76	101	76	13	5	0	0	35	53	3	2	2	1	830	1292
Nonsect.....	4	2	50	40	0	0	3	2	10	0	50	50	3	5	.....	.....	200	1293
.....	2	1	23	20	.....	.....	.....	.....	.....	.....	30	24	.....	.....	.....	.....	125	1294
Nonsect.....	1	2	28	24	0	0	0	0	0	0	52	57	0	0	0	0	0	1295
Nonsect.....	5	1	55	25	0	0	12	4	4	0	40	25	15	5	0	0	500	1296
Nonsect.....	2	2	40	50	0	0	10	5	30	40	20	30	0	1	.....	.....	500	1297
Nonsect.....	1	0	7	8	0	0	1	1	1	0	14	16	0	1	0	0	50	1298
Nonsect.....	2	1	49	29	0	0	1	2	.....	.....	0	0	3	3	.....	.....	.....	1299
Nonsect.....	1	1	29	2	.....	.....	15	1	.....	.....	28	4	.....	.....	.....	.....	.....	1300
R. C.....	5	0	50	0	0	0	20	0	30	0	310	0	1	0	14	0	2,000	1301
.....	2	0	35	0	.....	.....	4	0	6	0	25	0	2	0	2	0	.....	1302
R. C.....	0	2	0	30	.....	.....	.....	.....	.....	.....	0	70	0	6	.....	.....	600	1303
Meth. So....	2	7	110	122	0	0	20	30	15	20	40	60	3	7	1	2	0	1304
P. E.....	0	4	0	13	0	0	0	0	0	0	0	8	0	0	0	0	75	1305
Meth.....	3	13	0	270	.....	.....	.....	.....	.....	.....	0	0	0	26	.....	.....	250	1306
Nonsect.....	1	2	0	51	0	0	.....	.....	.....	.....	6	15	0	13	.....	.....	2,000	1307
Miss. Bapt..	3	1	35	27	0	0	.....	.....	.....	.....	13	10	2	0	0	0	38	1308
Nonsect.....	4	3	100	50	0	0	50	50	30	20	125	125	.....	.....	.....	.....	500	1309
R. C.....	0	6	0	60	.....	.....	.....	.....	.....	.....	0	150	.....	.....	.....	.....	1,000	1310
R. C.....	2	0	16	0	.....	.....	4	0	.....	.....	15	0	.....	.....	.....	.....	900	1311
Nonsect.....	3	5	168	178	0	0	23	22	5	3	18	20	.....	.....	.....	.....	2,000	1312
Cumb.Presb.	2	2	0	50	0	0	0	0	0	0	0	30	.....	.....	0	0	250	1313
Meth.....	3	6	120	130	0	0	80	40	50	80	15	15	4	2	.....	.....	2,000	1314
L. D. S	2	1	47	30	0	0	0	0	4	1	36	21	11	7	0	0	1,000	1315
Presb	1	1	20	20	.....	.....	.....	.....	.....	.....	40	40	.....	.....	1	0	.....	1316
L. D. S	2	0	66	42	0	0	.....	.....	.....	.....	0	0	4	1	.....	.....	.....	1317
Presb	1	1	12	18	.....	.....	2	4	.....	.....	40	50	0	0	.....	.....	.....	1318

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	UTAH—continued.		
1319	Ogden	Ogden Military Academy	C. L. Howard, superintendent.
1320	Provo City	Proctor Academy	Charles R. Tucker
1321	Salt Lake City	All Hallows College*	Rev. Thomas Henry
1322	Salt Lake City (box 1706).	Latter-Day Saints' College	Willard Done, B. D.
1323	Salt Lake City	Rowland Hall	Miss Adèle Coleman
1324	Salt Lake City (306 East Third, south).	Salt Lake Academy	Oscar F. Davis
1325	Salt Lake City	Salt Lake Collegiate Institute*	Robert J. Caskey
	VERMONT.		
1326	Barre	Goddard Seminary	Arthur W. Peirce, A. B
1327	Bradford	Bradford Academy	D. B. Locke
1328	Burlington	The Bishop Hopkins Hall	Rev. Lucius M. Hardy, M. A.
1329	do	Vermont Episcopal Institute	Henry H. Ross, A. M.
1330	Chelsea	Chelsea Academy	John M. Comstock, A. M.
1331	Derby	Derby Academy	Don F. Andrus, B. A.
1332	Essex	Essex Classical Institute	Chauncey H. Hayden
1333	Lyndon	Lyndon Institute	Walter E. Ranger, A. M.
1334	McIndoe Falls	McIndoe Academy	Thomas Martin
1335	Manchester	Burr and Burton Seminary	Frank K. Graves
1336	Montpelier	Vermont Methodist Seminary	Rev. E. A. Bishop, A. M.
1337	New Haven	Beeman Academy	Henry Field Ellinwood
1338	Peacham	Caledonia County Grammar School	C. A. Bunker
1339	Poultney	Troy Conference Academy	Rev. Chas. H. Dunton, D. D.
1340	Royalton	Royalton Academy	Celia Sherman, A. M.
1341	Rutland	Rutland English and Classical Institute.	Geo. W. Perry and O. H. Perry.
1342	St. Johnsbury	St. Johnsbury Academy	Chas. E. Putney, Ph. D.
1343	Saxtons River	Vermont Academy	Geo. A. Williams, A. M., Ph. D.
1344	South Woodstock	Green Mountain Perkins Academy	Carnet W. Jaquith
1345	Thetford	Thetford Academy	F. W. Newell, A. M.
1346	Townshend	Leland and Gray Seminary	Aubrey B. Call, A. M.
1347	West Brattleboro	Glenwood Classical Seminary*	H. H. Shaw
	VIRGINIA.		
1348	Abingdon	Abingdon Male Academy	J. W. Cole
1349	do	Villa Maria	Sisters of the Visitation
1350	Alexandria (212 North Washington st.)	Potomac Academy	John S. Blackburn
1351	Alexandria	St. John's Academy	W. H. Sweeney
1352	do	St. Mary's Academy	Sister Mary Assumption
1353	Arvonia	Seven Islands School	Philip B. Ambler, B. A.
1354	Bellevue	Bellevue High School	William R. Abbott
1355	Bethel Academy	Bethel Classical and Military Academy.	Maj. R. A. McIntyre
1356	Black Walnut	Chester Springs High School	Rev. T. S. Wilson, president.
1357	Cappahosic (box 10)	The Gloucester Agricultural and Industrial High School.	W. B. Weaver
1358	Charlottesville	University School	Horace W. Jones
1359	Cobham	Keswick School for Boys*	James Morris Page, Ph. D.
1360	Columbia	Rivanna Home School	James McClellan Miller
1361	Dayton	Shenandoah Institute	Rev. George P. Hott, A. M.
1362	Delaplane	Cleaveland High School	Wm. C. Marshall
1363	Fincastle	Fincastle Female Institute	Eugene A. Luster
1364	Floyd	Oxford Academy	Rev. and Mrs. J. K. Harris
1365	Fort Defiance	Augusta Military Academy*	Chas. L. Roller
1366	Franklin	Franklin Academy*	Wm. H. Harrison
1367	Greenwood Depot	Greenwood School	William Dinwiddie, jr., M. A.
1368	Ingram	Ingram Institute	S. L. Davis
1369	Irvington	Chesapeake Male and Female Academy.	S. P. Latané
1370	Marion	Marion High School	D. C. Miller, M. A.
1371	Mendota	Hamilton Institute	W. I. Benham
1372	Millwood	Clay Hill Academy	Wm. H. Whiting, jr., A. M.

* Statistics of 1891-92.

other private secondary schools—1892-93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	4	0	35	0	0	0	6	0	8	0	13	0	6	0	3	0	400	1319
Cong	0	3	0	40	0	0	0	0	0	0	0	235	0	0	0	0	200	1320
R. C	8	0	77	0	0	0	....	....	....	....	20	0	....	....	....	....	.....	1321
L. D. S	5	0	52	46	....	....	....	....	....	....	128	102	20	16	....	....	1,425	1322
Epis	0	5	0	33	....	....	....	....	....	....	30	14	0	9	0	6	1,200	1323
Cong	2	1	13	27	0	0	2	1	2	0	15	35	4	7	2	1	3,000	1324
Presb	2	1	14	30	0	0	3	0	....	....	50	46	0	0	0	4	300	1325
Univ	4	6	69	54	0	0	18	4	5	0	0	0	14	8	10	0	1,950	1326
Cong	1	3	45	55	0	0	2	0	4	0	15	15	4	5	15	15	2,100	1327
Epis	3	7	0	56	....	....	0	2	0	4	0	0	0	10	0	3	1,500	1328
P. E	4	2	47	0	....	....	4	0	8	0	.....	.....	9	0	2	0	4,000	1329
Nonsect	1	1	25	26	0	0	2	2	0	0	6	10	0	0	0	0	140	1330
Nonsect	2	1	80	95	0	0	6	4	1	0	3	3	0	0	0	0	200	1331
Nonsect	2	2	60	55	....	....	....	....	....	....	0	0	1	0	....	....	300	1332
Nonsect	5	7	120	110	....	....	14	8	4	0	0	0	22	9	3	1	.....	1333
Nonsect	1	0	21	28	0	0	2	0	4	2	10	21	....	....	....	....	.....	1334
Cong	1	1	35	40	....	....	5	2	6	4	.....	.....	5	9	....	....	1,000	1335
M. E	3	2	35	61	....	....	36	15	1	0	8	3	10	11	7	5	1,000	1336
Cong	1	1	11	13	0	0	4	0	....	4	12	16	3	4	2	1	200	1337
Nonsect	1	1	47	57	0	0	8	10	6	4	3	3	2	3	2	3	1,500	1338
M. E	5	3	120	51	0	0	46	2	6	4	30	16	13	6	8	2	2,800	1339
Nonsect	1	1	4	4	0	0	1	2	0	0	3	1	0	0	0	0	420	1340
Nonsect	3	5	56	34	0	0	4	0	6	4	13	5	9	4	1	0	1,000	1341
Nonsect	5	5	177	167	1	....	30	8	10	0	0	0	22	28	12	5	500	1342
Bapt	6	7	96	98	0	0	25	25	21	15	13	6	14	19	6	10	3,100	1343
Univ	0	2	13	12	....	....	0	0	0	0	0	0	0	0	0	0	400	1344
Nonsect	1	2	40	35	0	0	4	5	10	6	0	0	10	7	4	2	120	1345
Bapt	3	1	26	28	0	0	14	1	0	0	8	8	0	0	0	0	300	1346
Cong	1	4	65	76	0	0	14	5	4	2	6	8	....	....	....	....	500	1347
Nonsect	1	0	20	0	....	....	6	0	....	....	10	0	....	....	....	....	.....	1348
R. C	0	1	0	10	....	....	....	....	....	....	0	20	6	3	0	3	300	1349
.....	3	0	35	0	....	....	....	....	....	....	....	....	....	....	....	....	.....	1350
Nonsect	2	0	34	0	0	0	10	0	5	0	7	0	0	0	0	0	700	1351
R. C	0	1	0	18	....	....	....	....	....	....	0	60	0	1	....	....	.....	1352
Nonsect	2	0	16	0	....	....	1	0	....	....	0	0	0	0	....	....	1,000	1353
Nonsect	3	0	50	0	....	....	36	0	5	0	0	0	....	....	....	....	3,000	1354
Nonsect	5	0	73	0	0	0	10	0	10	0	0	0	....	....	....	....	600	1355
Presb	2	0	32	0	....	....	15	0	....	....	0	0	....	....	....	....	.....	1356
Nonsect	1	2	8	9	8	9	....	....	....	....	26	31	2	4	....	....	500	1357
Nonsect	4	0	46	0	0	0	30	0	5	0	0	0	....	....	....	....	.....	1358
Epis	4	0	36	0	0	0	10	0	8	0	0	0	7	0	10	0	.....	1359
Presb	1	0	13	0	....	....	3	0	....	....	8	0	....	....	....	....	.....	1360
United Breth	2	2	39	31	0	0	....	....	....	....	36	34	23	13	....	....	1,200	1361
Epis	2	0	43	0	....	....	32	0	....	....	0	0	9	0	5	0	150	1362
Nonsect	1	1	0	28	....	....	....	....	....	....	2	16	....	....	....	....	.....	1363
Presb	1	4	19	19	0	0	3	0	3	3	18	18	....	....	2	3	2,000	1364
Nonsect	4	0	73	0	....	....	73	0	....	....	8	0	3	....	....	....	.....	1365
Nonsect	3	0	23	0	0	0	20	0	4	0	31	0	2	0	2	0	.....	1366
Nonsect	2	0	21	0	0	0	9	0	6	0	0	0	....	0	....	....	.....	1367
Nonsect	3	3	71	29	0	0	....	....	4	5	8	4	2	1	1	1	300	1368
Meth	2	2	19	29	0	0	5	8	2	0	4	8	4	6	2	3	.....	1369
Nonsect	1	1	54	0	0	0	16	0	0	0	28	0	3	0	3	0	150	1370
.....	1	1	33	17	0	0	....	....	....	....	85	77	0	0	....	....	250	1371
Nonsect	1	0	16	0	0	0	10	0	1	0	0	0	0	0	4	0	800	1372

TABLE 5.—*Statistics of endowed academies, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	VIRGINIA—continued.		
1373	Norfolk	Norfolk Academy	Robert W. Tunstall, B. A.
1374	....do	Norfolk Mission College	Rev. J. B. Work
1375	Onancock	The Margaret Academy	Frank P. Brent
1376	Petersburg	St. Paul's Female School	Horace H. Epes
1377	....do	University School	W. Gordon McCabe
1378	Pulaski	Pulaski High School	E. H. Russell
1379	Richmond (107 North Pine st.).	Franklin Street School	G. M. Nolley
1380	Richmond	McGuire's School	John P. McGuire
1381	....do	Virginia University High School*	Wister Archer, M. A., Ph. B.
1382	Rockfish Depot	Kleinberg Female Seminary	Misses Wailes
1383	Rural Retreat	Hawkins Chapel Institute	Rev. J. F. Kiser, A. M.
1384	South Boston	South Boston Female Institute	J. P. Snead
1385	Staunton	Staunton Military Academy	Wm. H. Kable
1386	Suffolk (lock box 125)	Nansemond Seminary	Mrs. Lucy H. Quimby
1387	Suffolk	Ryland Institute	Miss Lula M. Butt
1388	....do	Suffolk College	Miss Sally A. Finney
1389	....do	Suffolk Collegiate (and Military) Institute.	P. J. Kernodle, A. M.
1390	....do	Suffolk Military Academy	Joseph King, A. M.
1391	Tazewell	Tazewell Female Seminary	C. Shelburne
1392	The Plains	Furcron's School for Boys	A. S. Furcron, A. M.
1393	Warrenton	Fauquier Institute for Young Ladies	Geo. G. Butler, A. M.
1394	Waynesboro	Fishburne School	Jas. A. Fishburne, A. B.
1395	....do	Waynesboro Valley Seminary*	Dr. and Mrs. J. B. Winston
1396	Winchester	Shenandoah Valley Academy	J. B. Lovett, M. A.
1397	Wood	Riverview Seminary*	Wm. F. Ramey, A. M.
1398	Wood Lawn	Wood Lawn Academy	Everett E. Worrell
1399	Wytheville	Wytheville Seminary*	Mrs. Thomas Dew
	WASHINGTON.		
1400	Centralia	Grace Seminary*	E. T. Trimble, M. A.
1401	Coupeville	Puget Sound Academy	Charles E. Newberry
1402	Latah	Latah Military Academy	D. L. Chaney
1403	North Yakima	Ahtanum Academy	W. M. Heiney
1404	....do	St. Joseph's Academy*	Sisters of Charity
1405	Seattle	Academy of the Holy Names	Sister M. Perpetua
1406	Spokane	Gonzaga College	Rev. Leopold Van Gorp, S. J.
1407	....do	St. Mary's Hall	Mr. and Mrs. James Lyon
1408	Tacoma	Annie Wright Seminary	Mrs. Sarah K. White
1409	Tacoma (708 North Fourth st.).	Tacoma Academy	Rev. Alfred P. Powelson, A. M.
1410	Tacoma	Washington College*	D. S. Pulford, M. A.
	WEST VIRGINIA.		
1411	Buckhannon	West Virginia Normal and Classical Academy.	W. O. Mills, Ph. D.
1412	Charlestown	Charlestown Male Academy*	J. W. Tuesley
1413	Parkersburg	Female Academy of the Visitation	Sister Mary Xavier
	WISCONSIN.		
1414	Ashland	North Wisconsin Academy	Samuel T. Kidder
1415	Evansville	Evansville Seminary	Rev. J. E. Coleman, A. M.
1416	Hillside	Home School*	Miss Ellen C. and Jane Lloyd-Jones.
1417	Kenosha	Kemper Hall	Sisters of St. Mary
1418	....do	University School	Nicholas A. Rowe
1419	Madison	Edgewood Academy	Sister Mary Edmund
1420	Marinetts	Academy of Lourdes	Sister M. Clodulpha
1421	Milwaukee (222 Juneau ave.).	All Saints Cathedra Institute	Ezra F. Priest
1422	Milwaukee	Concordia College	Charles H. Loeber
1423	....do	German-English Academy	Emil Dapprich

* Statistics of 1891-92.

other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grade.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	6	0	54	0	0	0	...	...	...	...	82	0	2	0	2	0	0	1373
United Presb	4	1	35	46	35	46	...	...	...	...	203	348	4	8	...	...	600	1374
Nonsect	1	1	50	42	0	0	12	7	14	0	22	26	2	1	2	1	750	1375
Nonsect	0	3	0	48	...	...	0	6	...	...	0	15	0	5	0	6	300	1376
Nonsect	5	0	100	0	...	...	50	0	8	0	...	...	...	...	...	...	6,000	1377
Nonsect	2	0	21	0	...	...	15	0	3	0	0	0	0	0	0	0	...	1378
Nonsect	2	0	35	0	0	0	...	...	...	...	15	0	...	...	6	0	...	1379
Nonsect	5	0	106	0	...	...	75	0	25	0	54	0	3	0	15	0	50	1380
Nonsect	1	0	33	0	...	...	8	0	4	0	0	0	2	0	2	0	...	1381
Presb	0	1	0	25	0	0	...	...	...	...	0	0	0	6	...	...	800	1382
Luth	2	0	10	9	...	...	...	...	...	...	20	32	...	...	...	...	...	1383
Nonsect	1	2	0	25	0	0	...	...	...	...	7	10	0	4	...	...	...	1384
Nonsect	5	2	49	0	0	0	10	0	5	0	0	0	4	0	4	0	400	1385
Epis	0	6	2	40	0	0	0	0	0	0	5	6	0	9	0	0	150	1386
Bapt	0	4	0	32	...	...	0	10	0	9	10	40	0	7	0	12	400	1387
Meth	0	3	0	82	0	0	0	0	0	0	0	25	0	6	0	...	800	1388
...	4	0	30	0	...	...	14	0	...	...	12	0	...	...	...	...	600	1389
Nonsect	4	0	40	0	0	0	...	...	...	...	5	0	...	...	...	...	0	1390
Nonsect	0	2	0	37	0	0	0	20	0	10	0	25	0	5	...	...	400	1391
...	1	0	6	0	...	...	...	...	...	...	8	0	...	...	...	...	...	1392
Nonsect	1	6	0	43	...	...	...	...	...	...	3	16	0	5	...	...	300	1393
Nonsect	3	0	28	0	...	...	...	...	...	...	24	0	0	0	...	...	...	1394
Presb	2	7	0	75	0	0	0	0	0	0	1	110	0	0	0	5	100	1395
Presb	3	0	50	0	...	...	0	0	0	0	0	0	0	0	...	...	1,000	1396
Nonsect	1	1	11	9	...	...	...	...	...	...	25	20	...	...	...	...	400	1397
...	2	1	45	20	0	0	4	0	0	0	40	25	3	3	...	...	0	1398
Epis	0	2	0	23	...	...	0	4	...	...	0	35	...	...	...	...	...	1399
Bapt	2	2	32	69	...	...	13	6	0	0	10	11	1	0	1	3	50	1400
Cong	1	2	27	16	0	0	2	0	2	0	0	0	1	2	0	0	1,000	1401
Nonsect	1	2	23	12	...	...	4	3	...	...	20	14	9	4	...	...	0	1402
Cong	0	1	6	8	0	0	4	6	...	...	0	...	0	0	0	0	0	1403
R. C	1	1	10	25	...	...	...	...	...	...	12	18	...	...	...	...	...	1404
R. C	0	14	0	202	0	0	0	8	0	0	0	76	0	3	0	0	1,200	1405
R. C	6	0	80	0	0	0	...	...	...	...	35	0	0	0	0	0	3,000	1406
P. E	1	2	0	14	0	0	...	...	...	...	0	20	0	1	0	0	150	1407
P. E	1	7	0	79	...	...	...	...	...	...	0	69	0	14	0	1	900	1408
Nonsect	2	2	16	12	...	...	1	0	12	8	12	4	5	0	5	0	150	1409
P. E	4	0	33	0	0	0	2	0	6	0	13	0	7	0	8	0	1,237	1410
United Breth	2	3	52	37	...	...	5	1	...	...	48	48	...	...	...	...	850	1411
...	3	0	50	0	0	0	...	...	...	...	10	0	0	0	0	0	...	1412
R. C	0	3	0	20	0	0	0	0	0	0	0	60	0	0	...	...	300	1413
Cong	3	1	14	18	0	0	2	6	2	10	5	7	0	0	0	0	250	1414
Free Meth	2	5	34	37	0	0	7	2	2	0	44	26	2	2	2	1	345	1415
...	2	6	14	20	0	1	0	2	6	3	14	22	2	4	2	5	1,400	1416
P. E	0	7	0	90	...	...	0	5	0	5	0	25	0	7	...	...	1,000	1417
Nonsect	2	0	16	0	...	...	...	...	...	...	8	0	...	...	...	...	...	1418
R. C	0	3	0	10	0	0	0	0	0	0	0	41	0	0	0	0	...	1419
R. C	0	1	10	15	0	0	0	0	0	0	195	210	0	0	0	0	325	1420
Epis	1	2	15	9	0	0	4	1	10	9	63	35	0	2	...	...	300	1421
Ev. Luth	7	0	129	0	...	...	...	...	...	...	96	0	14	0	14	0	1,200	1422
Nonsect	1	1	16	15	...	...	...	...	...	...	137	106	3	6	2	6	1,000	1423

TABLE 5.—*Statistics of endowed academics, seminaries, and*

	State and post-office.	Name of institution.	Name of principal.
	1	2	3
	WISCONSIN—continued.		
1424	Milwaukee (471 Van Buren st.).	Milwaukee Academy	Julius Howard Pratt, Ph. D.
1425	Mount Calvary	St. Lawrence College	Rev. Alphonsus Bæumle, O. M
1426	Prairie du Chien	St. Mary's Institute	Sister M. Seraphia
1427	Racine	Tho McMurphy Home Institute	Mrs. J. G. McMurphy
1428	do	Racine College	Rev. Arthur Piper, S. T. D.
1429	Racine (1215 Park ave.)	St. Catherine's Academy	Mother M. Hyacintha
1430	St. Francis	Catholic Normal School of the Holy Family.	Rev. M. M. Gerend
1431	Sinsinawa	St. Clara's Academy	Dominican Sisters
1432	Watertown	University of Our Lady of the Sacred Heart.	Rev. John O'Keeffe, C. S. C.
1433	Waukesha	Carroll College	Walter L. Rankin, Ph. D
	WYOMING.		
1434	Cheyenne	Academy of the Holy Child Jesus	Mother Mary Stanislaus

other private secondary schools—1892–93—Continued.

Religious denomination.	Secondary instructors.		Students in secondary grades.		Colored students included.		Classical course.		Scientific course.		Students below secondary grades.		Graduates in class of 1893.		College preparatory students in class of 1893.		Volumes in library.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Nonsect	6	0	50	0	0	0	17	0	18	0	22	0	1	0	1	0	500	1424
R. C	5	0	107	0	....	....	8	0	....	....	8	0	30	0	8	0	.....	1425
R. C	3	0	0	35	....	....	....	....	....	....	0	53	0	4	....	....	300	1426
P. E	1	2	0	20	0	0	....	....	....	....	22	25	0	3	0	3	2, 250	1427
P. E	5	0	48	0	0	0	10	0	8	0	0	0	1	0	0	0	10, 000	1428
R. C	0	8	0	40	....	....	....	....	....	....	0	60	0	3	....	....	2, 500	1429
R. C	8	0	77	0	....	....	....	....	....	....	15	0	6	0	....	....	.....	1430
R. C	0	4	0	58	0	0	....	....	....	....	0	50	0	7	....	....	1, 800	1431
R. C	8	0	70	0	....	....	....	....	....	....	37	0	....	....	....	....	2, 000	1432
Presb	3	2	42	18	0	0	10	3	6	0	51	44	7	6	5	2	500	1433
R. C	0	3	0	37	....	....	....	....	....	....	30	52	....	....	....	....	300	1434

TABLE 6. *Statistics of universities and colleges for 1892–93.*

	Location.	Name.	Professors and instructors.								Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ALABAMA.																							
1	East Lake	Howard College	1	0	6	0	0	0	7	0	30	0	129	0	....	....	....	....	....	....	159	0	2,000	.....
2	Greensboro	Southern University	1	0	9	0	0	0	10	0	25	0	140	0	3	0	1	0	.....	....	169	0	10,000	5,000
3	Lafayette	La Fayette College	....	3	3	1	.....	.....	3	4	79	74	35	40	....	....	....	....	.....	....	105	115	300	200
4	Lineville	Lineville College	1	1	2	....	.....	.....	3	2	49	47	52	26	....	....	....	....	.....	....	101	73	0	0
5	Selma	Selma University	1	3	2	....	2	....	4	4	75	104	3	2	....	....	....	....	6	0	109	138	300	50
6	Spring Hill	Spring Hill College	2	0	9	0	1	0	15	0	20	0	114	0	....	....	....	....	16	0	150	0	3,000	450
7	University	University of Alabama	0	0	14	0	3	0	17	0	0	0	138	0	2	0	....	....	26	0	164	0	12,000	.....
	ARIZONA.																							
8	Tucson	University of Arizona	2	0	10	0	.....	.....	10	0	9	4	17	8	....	....	....	....	.....	....	26	12	.....	.....
	ARKANSAS.																							
9	Arkadelphia	Ouachita Baptist College	2	3	4	3	.....	.....	5	3	50	50	100	90	....	....	....	....	.....	....	130	156	1,500	500
10	Batesville	Arkansas College	5	1	5	1	.....	.....	5	1	(56)		(75)		....	....	....	....	.....	....	76	55	3,000	800
11	Conway	Hendrix College	2	0	6	0	.....	.....	8	0	91	15	42	6	....	....	....	....	.....	....	133	21	3,000	1,000
12	Little Rock	Little Rock University*	0	1	2	2	.....	.....	5	4	75	50	3	3	....	....	....	....	30	0	124	70	1,000	.....
13	.....do	Philander Smith College*	2	3	4	1	.....	.....	6	9	24	4	7	0	....	....	....	....	17	0	195	151	700	.....
	CALIFORNIA.																							
14	Berkeley	University of California	0	0	55	0	62	0	117	0	0	0	411	191	30	13	3	0	415	20	858	224	52,900	.....
15	College City	Pierce Christian College	....	2	4	2	.....	.....	4	4	10	12	40	48	....	....	....	....	.....	....	50	60	50	20
16	College Park	University of the Pacific	5	6	6	1	.....	.....	14	11	40	41	21	4	....	....	....	....	13	0	94	146	3,000	.....
17	Los Angeles	St. Vincent's College*	4	0	6	0	.....	.....	10	0	60	0	51	0	....	....	....	....	.....	....	111	0	3,500	550
18	Napa	NapaCollege	4	3	6	3	.....	.....	10	6	61	33	18	23	1	0	4	0	.....	....	84	56	2,000	200
19	Oakland	California College	5	4	5	4	.....	.....	5	7	40	20	28	10	....	....	....	....	.....	....	68	38	2,000	400
20	.....do	St. Mary's College*	8	0	12	0	.....	.....	20	0	150	0	120	0	....	....	....	....	.....	....	270	0	5,000	.....

21	San Francisco	St. Ignatius College	6	0	9	0	....	....	17	0	370	0	163	0	0	0	7	0	0	0	540	0	30,000	3,000
22	Santa Clara	Santa Clara College	1	0	18	0	....	....	20	0	22	0	168	0	....	....	....	....	....	....	190	0	18,800	3,000
23	Santa Rosa	Pacific Methodist College	4	3	4	3	....	....	4	3	11	7	23	10	....	....	....	....	....	....	34	17	1,000	.....
24	Stanford University	Leland Stanford Junior University.	0	0	66	4	....	....	66	4	0	0	490	208	47	19	....	....	....	....	537	227	15,000	4,000
25	University	University of Southern California.	9	8	6	1	25	1	40	10	165	123	53	23	....	....	....	....	29	6	247	152	3,000	1,000
26	Woodbridge	San Joaquin Valley College	4	1	4	1	....	....	4	1	41	27	10	11	....	....	....	....	....	....	69	50	700	300
27	Woodland	Hesperian College*	0	2	2	4	....	....	2	6	13	24	42	27	....	....	....	....	....	....	55	51	1,500	500
	COLORADO.																							
28	Boulder	University of Colorado	4	2	12	3	45	0	58	4	(17) 80	78	(13) 45	32	2	2	0	0	(16) 38	11	(48) 164	122	8,000	.....
29	Colorado Springs	Colorado College	.....	.....	14	2	....	....	14	2	.....	.....	35	25	....	....	....	....	....	....	35	25	8,000	2,000
30	Del Norte	College of the Southwest	....	2	5	....	1	....	6	2	18	12	8	7	....	....	....	....	5	....	31	19	1,500	300
31	University Park	University of Denver	9	2	9	2	52	0	59	7	65	50	25	23	1	0	6	0	130	10	428	223	5,000	1,000
	CONNECTICUT.																							
32	Hartford	Trinity College	0	0	14	0	0	0	14	0	0	0	121	0	....	....	1	0	0	0	122	0	35,000	23,000
33	Middletown	Wesleyan University	0	0	29	0	0	0	29	0	0	0	218	36	10	3	20	1	0	0	248	40	40,000	.....
34	New Haven	Yale University	0	0	103	0	79	0	189	0	0	0	1,445	0	102	23	0	0	356	0	1,926	43	200,000	.....
	DELAWARE.																							
35	Newark	Delaware College	0	0	13	0	0	0	13	0	0	0	90	0	....	....	....	....	....	....	90	0	6,007	4,589
	DISTRICT OF COLUMBIA.																							
36	Washington	Columbian University	9	0	30	0	56	0	110	0	74	0	181	50	4	1	....	....	537	18	796	69	8,000	.....
37	.....do	Georgetown University	18	0	31	0	57	0	116	0	177	0	105	0	....	....	....	....	433	0	715	0	68,782	10,172
38	.....do	Howard University	2	0	7	0	33	0	48	8	54	8	29	4	0	0	0	0	215	2	415	97	13,000	.....
39	.....do	National Deaf-Mute College	2	2	10	2	....	....	10	2	15	4	38	9	....	....	....	....	....	....	58	14	3,000	.....
	FLORIDA.																							
40	De Land	John B. Stetson University	6	11	6	....	....	....	6	11	99	100	1	2	....	....	....	....	....	....	100	102	4,000	500
41	Leesburg	Florida Conference College	....	1	4	4	....	....	4	4	7	8	50	70	....	....	....	....	....	....	57	78	600	200
42	Tallahassee	Seminary West of the Suwannee River.*	1	1	2	1	....	....	3	1	23	25	14	11	....	....	....	....	....	....	37	36	300	100
43	Winter Park	Rollins College	4	6	4	4	....	....	4	10	73	71	3	1	....	....	....	....	....	....	82	80	3,000	500
	GEORGIA.																							
44	Athens	University of Georgia	0	0	16	0	14	0	29	0	0	0	170	0	2	0	0	0	91	0	263	0	20,000	.....
45	Atlanta	Atlanta University	8	6	9	2	....	....	9	14	57	91	17	4	....	....	....	....	....	....	201	303	7,000	.....
46	Bowdon	Bowdon College*	.....	.....	1	1	....	....	1	1	.....	.....	48	32	....	....	....	....	....	....	48	32	500	.....
47	Buford	Buford College	1	3	2	....	....	....	2	3	81	69	16	15	....	....	....	....	....	....	97	84	0	.....
48	Macon	Mercer University	2	0	6	0	5	0	13	0	85	0	151	0	....	....	....	....	11	0	247	0	8,000	2,000
49	Oxford	Emory College	2	0	13	0	0	0	15	0	67	0	209	0	0	0	0	0	0	0	276	0	8,500	2,500

*Statistics of 1891–92.

TABLE 6.—*Statistics of universities and colleges for 1892-93*—Continued.

	Location.	Name.	Professors and instructors.							Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.														
										Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
														Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	GEORGIA—continued.																							
50	South Atlanta	Clark University	6	1	6	1	....	....	6	1	21	22	13	1	....	....	....	....	....	....	34	23	1,300	.....
51	Young Harris	Young Harris College	1	4	3	1	....	....	5	7	136	48	55	23	....	....	....	....	....	....	231	203	500	.....
	IDAHO.																							
52	Moscow	University of Idaho	4	2	4	2	....	....	4	2	84	45	4	2	....	....	....	....	....	....	88	47	1,585	4,000
	ILLINOIS.																							
53	Abingdon	Hedding College	2	1	4	2	....	....	8	3	85	72	33	32	....	....	....	....	....	....	118	104	6,000	600
54	Bloomington	Illinois Wesleyan University	16	3	7	1	5	0	21	7	138	97	72	35	....	....	....	....	50	0	260	132	5,000	1,000
55	Bourbonnais	St. Viateur's College	4	0	15	0	2	0	26	0	50	0	150	0	....	....	....	....	20	0	220	0	5,000	2,000
56	Carlinville	Blackburn University	2	1	5	2	....	....	7	3	67	58	28	12	....	2	....	....	8	....	95	72	3,200	1,600
57	Carthage	Carthage College	6	1	6	....	....	....	7	3	83	56	32	28	....	....	....	....	....	....	79	106	3,000	1,000
58	Champaign	University of Illinois	3	0	42	2	....	....	46	2	166	30	398	56	6	3	....	....	....	....	610	104	23,612	5,000
59	Chicago	St. Ignatius College	14	0	8	0	....	....	22	0	321	0	60	0	....	....	....	....	....	....	381	0	19,000	3,500
60	....do	University of Chicago	6	1	102	7	17	0	127	8	75	29	203	194	151	63	16	2	153	6	634	342	232,000	.....
61	Elmhurst	Evangelical Proseminary	2	0	6	0	....	....	8	0	6	0	89	0	....	....	....	....	....	....	135	0	1,583	142
62	Eureka	Eureka College	14	5	14	5	....	....	14	5	117	40	81	54	3	0	....	....	80	0	(44) 214	110	4,000	1,200
63	Evanston	Northwestern University	9	6	31	1	138	18	134	18	367	155	298	183	16	5	7	3	1,086	162	1,774	508	30,000	18,000
64	Ewing	Ewing College	3	2	4	....	....	....	4	2	76	39	12	2	....	....	....	....	....	....	96	64	2,000	.....
65	Fulton	Northern Illinois College	1	2	4	2	1	....	4	2	30	12	18	6	....	....	....	....	7	2	55	20	2,300	.....
66	Galesburg	Knox College	2	3	12	5	....	....	24	11	98	59	130	140	....	4	....	1	.....	.....	257	406	6,000	.....
67	....do	Lombard University	4	3	8	6	5	2	8	6	16	12	24	29	....	....	....	....	15	5	60	51	6,000	.....
68	Jacksonville	Illinois College	9	0	11	0	....	....	12	0	127	0	48	0	1	0	....	....	.....	.....	176	0	15,000	.....
69	Lake Forest	Lake Forest University	9	14	14	....	80	0	103	14	124	99	79	74	....	....	6	....	.....	.....	1,510	173	10,889	550
70	Lebanon	McKendree College	8	3	8	3	....	....	8	3	61	31	32	27	....	....	3	1	43	....	125	77	3,500	4,000
71	Lincoln	Lincoln University	2	1	3	1	....	....	5	2	54	41	24	22	5	1	....	....	.....	.....	83	64	1,800	400
72	Monmouth	Monmouth College	2	1	9	3	....	....	10	3	51	47	91	46	....	....	....	....	.....	.....	142	93	18,000	.....

73	Naperville	Northwestern College	5	2	6	2	3	0	10	5	119	59	57	11	0	0	0	0	24	0	246	82	3,500	500
74	Quincy	Chaddock College	8	4	8	4	....	....	8	4	20	13	11	10	....	....	....	....	4	....	82	50	500	.....
75	....do	St. Francis Solanus College	1	0	6	0	....	....	11	0	7	0	115	0	....	....	....	....	....	....	198	0	3,500	500
76	Rock Island	Augustana College	11	1	10	0	4	0	24	2	133	44	84	8	9	1	5	0	55	0	358	147	12,000	3,000
77	Teutopolis	St. Joseph's Diocesan College	4	0	9	0	....	....	12	0	30	0	150	0	....	....	....	....	....	....	180	0	3,000	.....
78	Upper Alton	Shurtleff College	2	6	6	1	2	....	12	7	109	57	33	11	....	....	16	1	17	0	169	109	10,000	.....
79	Westfield	Westfield College	4	1	3	1	....	....	5	4	15	17	22	19	....	....	....	....	....	....	(84)		1,200	300
																					42	42		
80	Wheaton	Wheaton College	6	4	8	4	....	....	11	4	123	83	43	23	....	....	....	....	....	....	166	106	3,000	.....
		INDIANA.																						
81	Bloomington	Indiana University	0	0	38	0	2	0	38	0	0	0	411	160	13	9	18	5	63	0	457	174	18,000	.....
82	Crawfordsville	Wabash College	4	0	20	0	0	0	20	0	95	0	138	0	3	0	0	0	0	0	234	0	33,000	.....
83	Fort Wayne	Concordia College	....	....	7	0	....	....	7	0	....	....	209	0	....	....	....	....	....	....	209	0	10,000	.....
84	Franklin	Franklin College	4	2	6	2	....	....	7	3	56	35	66	26	0	2	....	....	....	....	132	123	7,500	500
85	Greencastle	De Pauw University	9	5	17	2	9	0	49	21	293	105	301	161	5	2	3	1	134	17	685	330	18,500	.....
86	Hanover	Hanover College	2	0	13	0	....	....	13	1	38	10	83	38	....	....	....	....	....	....	126	68	10,000	2,000
87	Hartsville	Hartsville College	2	2	2	....	....	....	4	2	44	22	13	8	....	....	....	....	....	....	57	30	1,000	200
88	Irvington	Butler University	2	1	14	2	....	....	16	4	73	28	94	45	6	2	2	0	18	....	177	75	6,500	700
89	Merom	Union Christian College	5	1	3	2	....	....	12	3	24	25	23	15	....	....	....	1	18	4	119	76	1,900	200
90	Moores Hill	Moores Hill College	2	1	4	1	....	....	6	2	29	11	42	15	....	....	....	....	....	....	(22)		4,000	1,000
																					105	70		
91	Notre Dame	University of Notre Dame	34	0	20	0	11	0	65	0	318	0	172	0	....	....	....	....	35	0	625	0	50,000	20,000
92	Richmond	Earlham College	3	1	10	2	2	1	11	4	21	17	101	92	0	1	0	0	6	12	128	122	6,000	1,200
93	Ridgeville	Ridgeville College	3	1	3	1	0	0	4	2	25	27	....	....	....	....	....	....	....	....	33	42	1,500	150
94	St. Meinrad	St. Meinrad's College	....	....	12	0	4	0	16	0	....	....	51	0	....	....	....	....	45	0	96	0	12,000	.....
95	Upland	Taylor University	2	2	4	3	19	0	21	3	14	30	10	2	....	....	....	....	60	8	84	40	1,000	200
		IOWA.																						
96	Cedar Rapids	Coe College	1	1	5	2	....	....	6	4	24	23	25	51	....	....	....	....	....	....	49	74	2,500	600
97	Charles City	German-English College	1	0	3	0	1	0	7	0	57	21	2	1	....	....	....	....	12	0	83	37	1,000	.....
98	College Springs	Amity College	7	8	7	8	....	....	7	8	23	22	25	20	....	....	....	....	....	....	(332)		2,500	1,500
																					48	42		
99	Davenport	Griswold College	16	14	3	0	3	0	19	14	60	95	2	0	....	....	....	....	2	0	64	95	10,000	5,000
100	Decorah	Luther College	8	0	8	0	....	....	8	0	125	0	63	0	....	....	....	....	....	....	188	0	6,645	.....
101	Des Moines	Des Moines College	4	4	5	4	....	....	5	6	66	47	33	16	....	....	....	....	....	....	99	63	4,000	1,000
102	.....do	Drake University	5	0	12	0	39	0	45	4	86	54	80	40	4	0	....	....	197	30	(416)		6,000	1,200
																					367	124		
103	Fairfield	Parsons College	4	0	9	0	....	....	10	0	37	29	50	38	....	....	....	....	....	....	90	87	2,500	.....
104	Fayette	Upper Iowa University	7	1	5	1	....	....	13	7	120	52	116	38	1	0	1	4	....	....	242	96	5,008	1,000
105	Grinnell	Iowa College	2	2	14	4	....	....	16	6	91	76	153	83	0	3	....	....	....	....	(118)		18,000	.....
																					244	162		
106	Hopkinton	Lenox College	2	3	3	3	....	....	4	4	27	22	21	27	....	....	....	....	....	....	48	49	1,400	0
107	Indianola	Simpson College	6	5	5	3	....	....	8	5	175	189	53	37	....	....	....	....	....	....	228	226	2,550	1,550
108	Iowa City	State University of Iowa	0	0	28	5	47	1	75	6	0	0	301	102	20	19	....	....	570	39	830	157	30,000	.....
109	Mount Pleasant	German College	4	0	4	0	....	....	4	0	31	25	18	13	....	....	....	....	10	0	(9)		900	.....
																					59	38		
110	.....do	Iowa Wesleyan University	3	3	5	2	....	....	10	5	113	76	64	115	....	....	....	....	....	....	(22)		4,000	.....
																					177	191		
111	Mount Vernon	Cornell College	2	10	17	2	....	....	19	12	141	245	173	115	....	....	....	....	....	....	314	360	11,000	1,000

TABLE 6.—*Statistics of universities and colleges for 1892–93*—Continued.

	Location.	Name.	Professors and instructors.							Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	IOWA—continued.																							
112	Oskaloosa	Oskaloosa College	2	3	3	3	1	1	3	3	28	16	14	7	----	----	----	----	11	1	42	23	4,000	----
113	----do	Penn College	4	4	7	1	----	----	8	5	60	58	51	51	----	----	----	----	----	----	(69) 111	109	2,500	----
114	Pella	Central University of Iowa *	5	3	5	3	----	----	5	3	69	70	9	13	----	----	----	----	----	----	78	83	5,000	500
115	Sioux City	University of the Northwest	4	1	4	1	20	0	28	6	86	70	11	6	----	----	----	----	63	1	262	161	600	100
116	Storm Lake	Buena Vista College*	3	1	4	1	----	----	7	4	16	5	5	1	----	----	----	----	----	----	72	49	----	----
117	Tabor	Tabor College	4	5	6	2	0	0	7	5	69	97	13	21	----	----	----	----	0	0	89	136	550	1,000
118	Toledo	Western College	8	2	8	2	----	----	13	5	59	16	36	11	----	----	2	----	----	----	(218) 139	53	3,598	300
119	Waverly	Wartburg College	7	0	7	0	----	----	7	0	23	0	43	0	----	----	----	----	----	----	66	0	1,900	----
	KANSAS.																							
120	Atchison	Midland College	1	5	5	----	----	----	6	5	38	34	42	9	----	----	----	----	----	----	80	43	3,000	----
121	----do	St. Benedict's College	5	0	15	0	----	----	20	0	78	0	89	0	----	----	----	----	----	----	167	0	12,000	600
122	Baldwin	Baker University	11	2	8	1	----	----	11	6	171	70	70	33	----	----	----	----	----	----	293	211	4,500	2,000
123	Emporia	College of Emporia	8	1	7	1	----	----	8	1	11	14	33	19	----	----	----	----	----	----	44	33	5,000	----
124	Enterprise	Central College	2	2	5	1	----	----	7	3	131	125	28	19	----	----	----	----	----	----	159	144	1,000	1,000
125	Highland	Highland University	----	1	3	1	----	----	3	2	18	21	10	11	----	----	----	----	----	----	28	31	5,000	500
126	Holton	Campbell University	8	3	8	3	----	----	8	3	----	----	----	----	----	----	----	----	----	----	240	251	1,900	200
127	Lawrence	University of Kansas	0	0	27	3	18	0	42	3	0	0	292	131	5	2	6	7	132	6	461	305	19,000	----
128	Lecompton	Lane University	10	2	10	2	----	----	10	2	110	56	14	6	----	----	----	----	----	----	124	62	500	----
129	Lindsborg	Bethany College	6	0	9	0	----	----	22	6	95	29	38	6	----	----	----	----	----	----	(254) 133	35	3,500	1,000
130	Ottawa	Ottawa University	5	1	6	1	----	----	8	5	92	50	34	34	----	----	----	----	----	----	153	168	2,600	----
131	St. Marys	St. Mary's College	6	0	9	0	----	----	21	0	98	0	75	0	----	----	----	----	----	----	277	0	9,500	350
132	Salina	Kansas Wesleyan University	7	1	10	2	----	----	11	2	46	30	24	14	4	3	3	1	----	----	(14) 212	86	2,000	500
133	Sterling	Cooper Memorial College	2	1	4	1	----	----	8	3	52	34	6	----	----	----	----	----	----	----	127	74	1,000	200

134	Topeka	Washburn College	7	2	7	2	....	....	9	4	112	63	59	34	....	....	....	....	....	....	172	118	6,000	3,000
135	Wichita	Wichita University	3	6	3	....	....	....	6	6	38	30	4	2	....	....	....	....	....	....	42	32	1,000	200
136	Winfield	Southwest Kansas College*	13	7	13	7	....	....	13	7	97	88	29	33	....	....	....	....	....	....	243	270	2,400	.....
	KENTUCKY.																							
137	Berea	Berea College	5	8	5	2	....	....	9	11	163	157	16	9	....	....	....	....	....	....	179	175	5,730	1,000
138	Bowling Green	Ogden College	4	0	4	0	....	....	4	0	63	0	29	0	....	....	....	....	....	....	92	0	2,000	380
139	Danville	Center College*	3	0	10	0	....	....	13	0	97	0	175	0	....	....	....	....	....	....	257	0	6,000	.....
140	Eminence	Eminence College*	0	1	5	2	....	....	5	3	6	9	20	70	....	....	....	....	....	....	26	79	.....	.....
141	Farmdale	Kentucky Military Institute*	5	0	7	0	....	....	7	0	27	0	52	0	....	....	....	....	....	....	79	0	2,000	.....
142	Georgetown	Georgetown College*	2	0	6	0	....	....	8	0	50	0	120	0	....	....	....	....	....	....	170	0	8,500	2,500
143	Hopkinsville	South Kentucky College	....	1	....	9	....	....	....	10	13	17	40	37	....	....	....	....	....	....	53	54	600	.....
144	Lancaster	Garrard College	1	....	4	2	....	....	4	2	12	18	30	50	....	....	....	....	....	....	42	68	200	50
145	Lexington	Kentucky University	3	0	9	0	7	0	19	1	36	0	182	38	....	....	....	....	196	1	1,151	82	13,683	1,221
146	Richmond	Central University	10	2	12	0	14	0	36	2	258	100	130	3	3	....	2	....	145	....	530	103	4,500	1,000
147	Russellville	Bethel College	....	....	5	0	....	....	7	0	....	....	207	0	....	....	....	....	....	....	207	0	3,000	1,000
148	St. Marys	St. Mary's College	....	....	10	0	....	....	10	0	....	....	124	0	....	....	....	....	....	....	124	0	2,500	1,000
149	Winchester	Kentucky Wesleyan College	....	....	6	0	....	....	6	0	....	....	119	12	....	....	....	....	....	....	119	12	2,000	.....
	LOUISIANA.																							
150	Baton Rouge	Louisiana State University and Agricultural and Mechanical College.	5	0	15	0	0	0	20	0	103	0	81	0	2	0	....	....	....	....	186	0	18,000	1,000
151	Convent	Jefferson College	2	0	12	0	....	....	14	0	30	0	60	0	....	....	....	....	....	....	90	0	10,000	700
152	Jackson	Centenary College of Louisiana	2	1	5	0	....	....	7	1	30	0	45	0	....	....	3	0	11	0	78	9	4,500	500
153	Keatchie	Keatchie College	....	2	5	2	....	....	5	6	51	37	33	34	....	....	....	....	....	....	89	71	500	.....
154	New Orleans	College of the Immaculate Conception.	5	0	6	0	....	....	11	0	181	0	222	0	10	9	....	....	....	....	413	0	14,000	2,000
155	.....do	Leland University	8	7	8	7	....	....	12	8	24	14	1	1	....	....	....	....	....	....	222	244	1,000	100
156	.....do	New Orleans University	4	4	5	1	....	....	20	10	30	5	6	3	....	....	....	....	33	0	73	81	4,000	1,000
157	.....do	Straight University	2	2	2	2	....	....	5	16	11	10	2	1	....	....	....	....	....	....	197	398	3,000	500
158	.....do	Tulane University	11	6	21	6	51	0	66	12	185	58	149	70	15	4	....	....	477	0	826	132	61,800	15,000
	MAINE.																							
159	Brunswick	Bowdoin College	0	0	16	0	13	0	28	0	0	0	197	0	....	....	....	....	100	0	297	0	51,119	.....
160	Lewiston	Bates College	0	0	8	0	....	....	8	0	0	0	115	50	....	....	....	....	....	....	115	50	12,684	.....
161	Waterville	Colby University	0	0	14	0	0	0	14	0	0	0	141	65	....	....	....	....	....	....	141	65	28,000	.....
	MARYLAND.																							
162	Annapolis	St. John's College	6	0	14	0	....	....	14	0	87	0	94	0	....	....	....	....	....	....	181	0	7,000	500
163	Baltimore	Johns Hopkins University	0	0	72	0	....	....	72	0	0	0	204	0	347	0	....	....	....	....	551	0	60,000	40,000
164	.....do	Loyola College	5	0	6	0	....	....	11	0	170	0	56	0	....	....	....	....	....	....	226	0	40,000	.....
165	.....do	Morgan College	2	3	3	1	....	....	5	4	131	71	13	1	....	....	....	....	9	0	153	72	2,060	.....
166	Chestertown	Washington College	6	0	6	0	....	....	6	0	65	17	34	3	....	....	....	....	....	....	99	20	2,500	.....
167	Ellicott City	Rock Hill College	9	0	8	0	0	0	17	0	87	0	38	0	....	....	....	....	....	....	125	0	4,600	370
168	.....do	St. Charles College	10	0	15	0	....	....	17	0	89	0	136	0	....	....	....	....	....	....	225	0	10,920	.....

* Statistics of 1891-92.

TABLE 6.—*Statistics of universities and colleges for 1892-93*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	MARYLAND—continued.																							
169	Mount St. Marys	Mount St. Mary's College	20	0	25	0	....	....	25	0	31	0	128	0	....	....	....	....	39	0	198	0	15,000	.....
170	New Windsor	New Windsor College	2	4	6	8	....	....	6	8	16	40	15	28	....	....	....	....	.....	.....	34	73	2,000	1,000
171	Westminster	Western Maryland College	2	2	6	6	....	....	8	8	52	48	62	65	....	....	....	....	.....	.....	114	113	500	.....
	MASSACHUSETTS.																							
172	Amherst	Amherst College	0	0	31	0	0	0	31	0	0	0	388	0	5	0	....	....	.....	.....	393	0	56,000	.....
173	Boston	Boston College	11	0	7	0	0	0	18	0	266	0	120	0	....	....	....	....	.....	.....	386	0	30,000	.....
174	.....do	Boston University	0	0	25	1	79	1	112	2	0	0	115	202	86	38	....	....	438	72	763	312	35,000	.....
175	Cambridge	Harvard University	0	0	140	0	154	0	294	0	0	0	1,779	0	190	0	16	0	984	0	2,966	0	420,000	300,000
176	Springfield	French Protestant College	8	2	8	2	0	0	8	2	33	6	2	0	0	0	0	0	0	0	35	6	650	50
177	Tufts College	Tufts College	0	0	19	0	8	0	25	0	0	0	145	5	3	1	7	0	41	3	196	9	30,000	9,000
178	Williamstown	Williams College	0	0	31	0	0	0	31	0	0	0	338	0	....	....	....	....	.....	.....	338	0	34,000	5,000
179	Worcester	Clark University	0	0	12	0	0	0	12	0	0	0	0	0	53	0	0	0	0	0	53	0	16,000	.....
180	.....do	College of the Holy Cross	10	0	11	0	0	0	18	0	134	0	198	0	....	....	....	....	.....	.....	332	0	22,000	6,000
	MICHIGAN.																							
181	Adrian	Adrian College	5	2	4	2	....	....	7	4	49	21	29	11	....	....	....	....	.....	.....	77	69	6,000	800
182	Albion	Albion College	1	1	10	4	0	0	16	11	130	91	129	66	1	1	4	5	0	0	400	229	9,048	2,200
183	Alma	Alma College	3	2	6	2	....	....	7	9	19	11	12	12	....	....	....	....	.....	.....	(55)		12,336	10,334
																					53	43		
184	Ann Arbor	University of Michigan	0	0	79	0	49	0	101	0	0	0	896	479	41	24	34	11	1,193	100	2,164	614	84,000	16,000
185	Battle Creek	Battle Creek College	1	8	11	6	....	....	12	14	156	118	189	149	....	....	....	....	.....	.....	345	267	3,000	.....
186	Benzonia	Benzonia College	4	2	3	1	....	....	4	5	38	50	5	7	....	....	....	....	.....	.....	43	57	4,000	500
187	Detroit	Detroit College	10	0	6	0	....	....	16	0	186	0	65	0	....	....	....	....	.....	.....	294	0	8,350	.....
188	Grand Rapids	Western Michigan College	6	4	8	5	0	0	22	16	24	20	3	1	....	....	....	....	.....	.....	(90)		1,000	.....
																					143	191		
189	Hillsdale	Hillsdale College *	7	3	10	2	4	0	20	5	49	38	57	27	....	....	....	....	67	9	259	256	8,000	.....
190	Holland	Hope College	10	1	10	1	2	0	12	1	124	22	56	1	....	....	....	....	13	0	193	23	10,000	5,000

191	Kalamazoo	Kalamazoo College	6	2	7	2	....	....	8	3	102	59	33	22	....	....	....	....	....	....	137	94	5,000	500
192	Olivet	Olivet College	3	2	11	3	....	....	14	5	90	57	99	84	1	....	....	....	....	....	190	148	22,000	20,000
	MINNESOTA.																							
193	Collegeville	St. John's University	3	0	20	0	3	0	26	0	80	0	159	0	....	....	....	....	36	0	275	0	9,000	2,000
194	Excelsior	Northwestern Christian College	....	4	3	1	....	....	3	5	34	23	9	29	....	....	....	....	....	....	43	52	200	.....
195	Hamline	Hamline University	5	1	8	1	....	....	12	1	76	42	64	58	....	....	....	....	....	....	146	112	5,000	300
196	Minneapolis	Augsburg Seminary	5	0	5	0	5	0	11	0	66	0	53	0	....	....	....	....	47	0	166	0	1,500	.....
197	... do	University of Minnesota	0	0	61	7	94	2	139	7	0	0	648	357	47	23	16	2	516	25	1,208	412	32,000	.....
198	New Ulm	Dr. Martin Luther College	5	0	5	0	2	0	5	0	55	0	10	0	....	....	....	....	7	0	72	0	300	400
199	Northfield	Carleton College	5	6	11	4	0	0	14	9	64	78	51	74	6	2	3	1	0	0	133	204	11,250	.....
200	... do	St. Olaf College	5	1	6	1	....	....	8	2	78	35	30	3	0	0	....	....	....	....	108	38	1,175	145
201	St. Paul	Macalester College	6	0	8	0	....	....	8	0	60	0	27	0	....	....	....	....	....	....	87	0	5,000	200
202	St. Paul Park	St. Paul's College	2	0	3	0	1	0	7	1	22	12	15	3	....	....	....	....	9	0	80	30	700	100
203	St. Peter	Gustavus Adolphus College	1	1	7	....	....	....	13	2	97	23	39	4	....	....	....	....	....	....	201	70	6,100	1,000
204	Winnebago City	Parker College	1	....	2	2	....	....	3	2	36	30	14	14	....	....	....	....	....	....	50	44	300	100
	MISSISSIPPI.																							
205	Clinton	Mississippi College*	4	0	7	0	....	....	11	0	156	0	68	0	....	....	....	....	....	....	209	0	2,000	600
206	Daleville	Cooper-Huddleston College	2	0	4	3	....	....	6	3	62	43	71	54	....	....	....	....	....	....	133	97	3,500	2,000
207	Holly Springs	Rust University*	4	4	4	2	....	....	6	6	9	6	6	4	1	0	....	....	....	....	106	127	2,000	300
208	Jackson	Millsaps College	3	0	7	0	....	....	10	0	60	0	80	0	....	....	....	....	....	....	140	0	2,500	2,000
209	University	University of Mississippi	2	0	10	1	5	0	15	1	9	0	107	4	8	1	19	5	23	0	164	10	13,000	2,000
	MISSOURI.																							
210	Albany	Northwest Missouri College	1	1	6	1	....	....	7	2	40	30	35	36	....	....	....	....	....	....	75	66	1,500	200
211	Bolivar	Southwest Baptist College	....	1	4	3	....	....	4	4	13	8	86	45	....	....	....	....	....	....	99	53	1,000	200
212	Bowling Green	Pike College	1	1	3	2	....	....	4	3	18	20	70	89	....	....	....	....	....	....	88	109	500	200
213	Cameron	Missouri Wesleyan College	4	3	4	1	....	....	8	4	81	119	18	6	....	....	....	....	....	....	99	125	1,000	200
214	Canton	Christian University	2	1	7	2	....	....	9	3	23	17	31	21	....	2	....	....	....	....	54	40	1,000	.....
215	Cape Girardeau	St. Vincent's College	5	0	10	0	4	0	15	0	35	0	65	0	....	....	....	....	30	0	130	0	20,000	5,000
216	Carthage	Carthage Collegiate Institute	3	5	3	5	....	....	3	5	44	46	14	15	....	....	....	....	....	....	58	61	800	200
217	Columbia	University of the State of Missouri.	....	....	44	0	24	0	60	0	98	14	215	33	6	1	....	....	96	0	584	132	12,000	.....
218	Edinburg	Grand River College	....	1	2	....	....	....	2	3	16	26	9	10	....	....	....	....	....	....	26	45	400	100
219	Fayette	Central College	7	0	10	0	....	....	10	0	107	0	61	2	....	....	....	....	....	....	168	2	5,100	.....
220	Fulton	Westminster College	2	0	8	0	....	....	10	0	59	0	91	0	....	....	....	....	....	....	150	0	6,113	200
221	Glasgow	Pritchett School Institute	....	2	5	2	....	....	5	4	28	22	13	14	1	5	....	....	....	....	42	41	350	.....
222	Greenfield	Ozark College	1	1	9	1	....	....	10	2	25	35	75	60	....	....	....	....	....	....	100	95	600	300
223	La Belle	Western College	1	1	1	1	....	....	2	2	30	30	8	12	....	....	....	....	....	....	38	42	200	100
224	La Grange	La Grange College	....	....	5	3	....	....	5	3	.....	.....	57	48	....	....	....	....	....	....	57	48	2,000	500
225	Lawson	Presbyterian College of Upper Missouri.	1	1	2	2	....	....	3	3	10	15	15	20	....	....	....	....	3	....	28	35	.....	.....
226	Liberty	William Jewell College	4	0	8	0	1	0	12	0	134	0	95	0	5	0	3	0	92	0	237	0	7,000	1,500
227	Marshall	Missouri Valley College	8	3	8	3	....	....	8	3	81	62	23	17	....	....	....	....	....	....	104	79	1,600	1,000
228	Morrisville	Morrisville College*	1	1	3	1	....	....	4	2	29	27	42	38	....	....	....	....	....	....	71	65	409	200
229	Neosho	Scarritt Collegiate Institute	....	1	4	2	....	....	7	8	80	65	30	25	....	....	....	....	....	....	110	90	2,000	150

*Statistics of 1891–92.

TABLE 6.—*Statistics of universities and colleges for 1892–93*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	MISSOURI—continued.																							
230	Parkville	Park College	1	4	7	2	....	....	8	6	80	81	102	71	....	....	....	....	....	....	182	152	3,500	.....
231	St. Charles	St. Charles College	....	2	2	3	0	0	3	5	22	3	27	20	....	....	....	....	....	....	49	23	500	75
232	St. Louis	Christian Brothers College	9	0	9	0	....	....	24	0	220	0	70	0	....	....	....	....	....	....	418	0	11,000	1,200
233	.....do	St. Louis University*	9	0	8	0	....	....	25	0	215	0	83	0	40	0	....	....	....	....	458	0	30,000	.....
234	.....do	Washington University	30	38	31	0	61	0	135	40	645	382	107	25	....	....	....	....	219	0	1,058	652	5,000	.....
235	Springfield	Drury College	2	2	6	1	....	....	9	3	133	133	34	11	....	....	....	....	....	....	170	204	21,000	20,000
236	Tarkio	Tarkio College	1	0	5	2	....	....	10	4	58	61	29	14	....	....	....	....	....	....	122	119	940	.....
237	Trenton	Avalon College	3	2	5	1	....	....	8	4	114	125	45	40	....	....	....	....	....	....	159	165	7,000	1,000
238	Warrenton	Central Wesleyan College	2	0	4	0	2	0	11	0	90	21	39	15	....	....	....	....	34	0	163	36	4,000	.....
	MONTANA.																							
239	Deer Lodge	College of Montana	3	1	4	....	....	....	7	1	30	31	19	4	....	....	....	....	....	....	49	35	1,200	200
	NEBRASKA.																							
240	Bellevue	University of Omaha	3	4	4	2	30	0	34	4	38	23	16	9	....	....	2	....	68	4	124	36	2,000	.....
241	Bethany	Cotner University*	4	0	11	0	18	0	29	2	22	17	18	10	2	0	....	....	43	6	99	85	600	200
242	Crete	Doane College	9	2	9	2	....	....	9	2	49	63	50	33	....	1	....	....	....	....	99	97	6,334	3,000
243	Fairfield	Fairfield College	2	2	2	2	....	....	7	2	40	18	25	18	....	....	....	....	....	....	65	36	300	.....
244	Lincoln	University of Nebraska	12	7	29	2	12	0	50	10	223	120	328	204	....	....	....	....	53	0	673	413	18,000	3,000
245	Neligh	Gates College*	1	2	4	2	....	....	5	4	65	117	12	10	....	....	....	....	....	....	77	127	4,500	.....
246	Omaha	Creighton University	14	0	14	0	23	0	36	0	144	0	36	0	....	....	....	....	34	0	214	0	8,500	.....
247	University Place	Nebraska Wesleyan University*	5	2	8	1	....	....	13	3	69	15	37	62	....	....	....	....	....	....	106	77	1,000	300
248	York	York College	5	2	3	1	....	....	7	2	120	104	5	3	....	....	....	....	....	....	125	107	325	25
	NEVADA.																							
249	Reno	State University of Nevada	4	2	11	0	....	....	15	2	45	77	34	28	2	0	....	....	....	....	81	105	3,468	2,300

	NEW HAMPSHIRE.																							
250	Hanover	Dartmouth College	0	0	34	0	16	0	50	0	0	0	349	0	1	0	0	0	108	0	458	0	73,500	.....
	NEW JERSEY.																							
251	Newark	St. Benedict's College	6	0	8	0	.....		14	0	15	0	45	0	.....	.....	.....	.....	.....	.....	83	0	2,000	20
252	New Brunswick	Rutgers College	8	4	28	0	.....		33	4	154	22	248	0	3	0	.....	.....	.....	.....	405	22	28,720	5,000
253	Princeton	College of New Jersey	0	0	62	0	0	0	62	0	0	0	957	0	105	0	10	0	.....	.....	1,072	0	86,606	25,000
254	South Orange	Seton Hall College	5	0	13	0	4	0	18	0	52	0	100	0	.....	.....	.....	.....	35	0	187	0	20,000	.....
255	Vineland	College of the Sacred Heart*	3	0	6	0	1	0	9	0	9	0	21	0	.....	.....	.....	.....	3	0	33	0	600	.....
	NEW MEXICO.																							
256	Albuquerque	University of New Mexico	3	4	.....	.....	.....	.....	3	4	7	10	.....	.....	.....	.....	.....	.....	.....	.....	54	54	500	250
	NEW YORK.																							
257	Alfred Center	Alfred University	10	4	10	2	5	0	15	6	116	131	43	32	6	0	1	2	6	0	130	133	8,495	2,800
258	Allegany	St. Bonaventure's College	15	0	9	0	6	0	19	0	53	0	60	0	0	0	0	0	35	0	182	0	6,255	500
259	Annandale	St. Stephen's College	5	0	8	0	0	0	9	0	22	0	54	0	0	0	0	0	0	0	76	0	9,000	.....
260	Brooklyn	Polytechnic Institute of Brooklyn.	36	2	14	0	.....		50	2	711	0	137	0	.....	.....	.....	.....	.....	.....	848	0	11,000	.....
261	.....do	St. Francis College*	4	0	6	0	4	0	14	0	33	0	15	0	4	0	.....	.....	.....	.....	52	0	4,200	1,000
262	.....do	St. John's College*	3	0	6	0	5	0	11	0	120	0	35	0	.....	.....	.....	.....	60	0	215	0	2,000	1,200
263	Buffalo	Canisius College	9	0	7	0	.....		19	0	105	0	62	0	7	0	.....	.....	.....	.....	331	0	15,000	500
264	Canton	St. Lawrence University	0	0	7	1	6	0	13	1	0	0	66	52	10	7	.....	.....	28	2	104	61	10,215	5,300
265	Clinton	Hamilton College	0	0	16	0	0	0	16	0	0	0	125	0	0	0	0	0	0	0	125	0	32,000	12,000
266	Geneva	Hobart College	0	0	17	0	0	0	17	0	0	0	80	0	0	0	0	0	0	0	80	0	28,917	3,979
267	Hamilton	Colgate University	6	0	15	0	7	0	24	0	159	0	125	0	.....	.....	.....	.....	61	0	345	0	22,022	.....
268	Ithaca	Cornell University	0	0	138	0	9	0	142	0	0	0	1,186	191	133	28	9	0	202	2	1,479	221	133,823	26,900
269	Kenka College	Kenka College	6	7	5	2	.....		6	7	80	75	3	4	.....	.....	.....	.....	.....	.....	83	79	1,000	.....
270	New York	College of St. Francis Xavier	7	0	13	0	.....		31	0	337	0	85	0	.....	.....	.....	.....	.....	.....	568	0	30,000	15,000
271	.....do	College of the City of New York	15	0	33	0	0	0	48	0	541	0	647	0	0	0	0	0	0	0	1,188	0	28,250	325
272	.....do	Columbia College	0	0	111	0	122	0	226	0	0	0	680	1	194	2	.....	.....	926	0	1,638	3	160,000	.....
273	.....do	Manhattan College	15	0	17	0	.....		31	0	145	0	97	0	10	0	6	0	0	0	285	0	8,005	1,759
274	New York (Station T)	St. John's College*	13	0	13	0	0	0	26	0	245	0	102	0	4	0	.....	.....	.....	.....	351	0	36,000	.....
275	New York	University of the City of New York.	0	0	27	0	78	0	99	0	0	0	184	0	76	1	4	0	703	93	941	94	24,000	2,000
276	Niagara University	Niagara University	10	0	9	0	33	0	44	0	102	0	54	0	.....	.....	.....	.....	88	0	264	0	10,000	300
277	Rochester	University of Rochester	0	0	16	0	0	0	16	0	0	0	158	0	0	0	0	0	0	0	158	0	27,960	.....
278	Schenectady	Union College	0	0	19	0	0	0	19	0	0	0	223	0	0	0	0	0	0	0	223	0	27,778	3,056
279	Syracuse	Syracuse University	.....	.....	24	5	26	0	50	5	11	36	234	89	2	2	115	13	44	11	406	351	42,365	9,703
	NORTH CAROLINA.																							
280	Chapel Hill	University of North Carolina	0	0	23	0	8	0	31	0	0	0	234	0	12	0	0	0	70	0	316	0	23,706	850
281	Charlotte	Biddle University	4	0	6	0	5	0	13	0	171	0	52	0	.....	.....	.....	.....	12	0	235	0	4,500	.....
282	Davidson	Davidson College	0	0	10	0	.....		10	0	0	0	150	0	3	0	9	0	12	0	162	0	9,000	2,000

* Statistics of 1891-92.

TABLE 6.—*Statistics of universities and colleges for 1892-93*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	NORTH CAROLINA—continued.																							
283	Durham	Trinity College	0	0	14	0	...	...	14	0	0	0	178	0	2	0	...	...	...	...	180	0	...	...
284	Guilford College	Guilford College	1	3	6	4	...	...	7	7	59	47	33	23	...	...	...	...	...	...	100	70	2,000	...
285	Mount Pleasant	North Carolina College	2	0	3	0	...	...	5	0	30	0	22	0	...	...	1	0	...	...	53	0	1,100	500
286	Newton	Catawba College	5	2	4	1	...	...	5	3	91	77	27	7	...	...	...	...	...	...	118	84	2,500	...
287	Raleigh	Shaw University	9	9	4	4	12	0	25	14	100	125	35	16	...	...	...	...	118	0	213	141	4,100	...
288	Rutherford College	Rutherford College	2	2	5	0	1	0	6	2	16	10	105	63	...	...	...	...	16	0	137	73	4,000	2,000
289	Salisbury	Livingstone College*	1	3	4	0	...	...	5	3	87	87	18	2	...	...	...	...	...	...	121	106	3,000	500
290	Wake Forest	Wake Forest College	0	0	14	0	0	0	14	0	0	0	191	0	...	...	...	...	...	...	191	0	11,000	8,000
	NORTH DAKOTA.																							
291	Bismarck	North Dakota University*	2	2	1	1	3	0	5	3	30	25	8	7	...	...	...	...	3	0	46	36	1,000	1,500
292	Fargo	Fargo College	5	3	4	3	...	...	8	3	40	82	6	4	...	...	...	...	...	...	46	86	1,240	300
293	University	University of North Dakota	11	3	13	1	0	0	15	4	90	46	27	8	0	0	0	0	0	0	148	70	5,300	2,000
294	Wahpeton	Red River Valley University	3	3	...	...	...	...	3	3	40	45	...	...	...	...	...	...	...	...	40	45	200	300
	OHIO.																							
295	Akron	Buchtel College	3	4	11	1	...	...	15	6	72	77	69	58	...	...	...	...	...	...	141	135	7,000	...
296	Alliance	Mount Union College	7	1	6	1	...	...	14	4	201	72	113	30	...	...	...	...	...	...	314	102	3,900	4,800
297	Ashland	Ashland University*	3	3	4	1	2	0	10	5	15	10	55	30	...	...	...	...	7	0	80	41	2,000	1,000
298	Athens	Ohio University	7	4	13	5	...	...	15	5	121	71	61	17	3	0	...	...	...	...	185	88	12,500	600
299	Berea	Baldwin University*	6	2	8	0	...	...	14	2	160	88	49	33	...	...	...	...	...	...	209	121	4,000	...
300	.....do	German Wallace College	7	0	7	0	...	...	7	0	46	16	34	5	...	...	...	...	28	0	95	23	2,300	...
301	Cincinnati	St. Joseph's College	6	0	5	0	...	...	11	0	126	0	75	0	...	...	...	...	...	...	201	0	2,000	1,000
302	.....do	St. Xavier College	9	0	8	0	...	...	21	0	214	0	67	0	...	...	...	...	...	...	422	0	16,000	...
303	.....do	University of Cincinnati	0	0	16	0	77	0	93	0	0	0	108	73	22	5	...	...	728	0	858	78	5,000	...
304	Cleveland	Calvin College*	2	2	4	0	...	...	4	2	12	8	20	2	...	...	...	...	...	...	32	10	2,000	...
305	.....do	Western Reserve University	9	1	26	3	40	0	76	9	85	59	100	85	3	1	...	...	238	0	520	351	28,000	14,000
306	Columbus	Capital University	3	0	7	0	3	0	8	0	22	0	76	0	...	...	...	...	32	0	130	0	6,000	3,000

307	....do	Ohio State University	2	0	50	0	19	0	67	0	161	30	436	75	5	5	4	0	62	1	668	111	12,487	.....
308	Defiance	Defiance College	...	1	5	2	....	....	5	3	8	0	73	42	....	....	....	....	....	....	81	42	750	2,000
309	Delaware	Ohio Wesleyan University	8	7	14	3	....	....	26	15	401	187	266	205	3	1	28	3	....	....	734	537	14,400	4,000
310	Findlay	Findlay College*	8	3	6	1	2	0	13	6	34	25	32	29	2	0	....	....	13	1	(169) / 127	142	2,000	.....
311	Gambier	Kenyon College	8	0	9	0	4	0	21	0	101	0	83	0	....	....	....	....	30	0	214	0	20,000	.....
312	Germantown	Twin Valley College	.....	.....	4	2	....	....	4	2	.....	.....	15	19	....	....	....	....	.....	....	15	19	750	200
313	Granville	Denison University	8	1	10	0	....	....	18	1	228	20	159	54	....	....	....	....	.....	....	303	74	16,000	12,000
314	Hillsboro	Hillsboro Collcge	1	2	2	2	....	....	4	6	20	10	15	15	....	....	....	....	.....	....	70	55	1,000	100
315	Hiram	Hiram College	9	3	7	1	0	0	12	4	58	20	60	25	0	0	0	0	0	0	223	154	5,800	.....
316	Hopedale	Hopedale Normal College*	2	2	2	2	....	....	2	2	16	9	6	2	....	....	....	....	.....	....	22	11	2,000	.....
317	Marietta	Marietta College	4	0	12	0	0	0	16	0	96	0	79	0	0	0	0	0	0	0	175	0	50,000	5,000
318	New Athens	Franklin College*	6	1	4	2	....	....	10	3	44	40	41	34	....	....	....	....	.....	....	85	74	3,000	.....
319	New Concord	Muskingum College	7	6	7	6	....	....	7	6	16	7	49	21	....	....	....	....	.....	....	65	28	1,500	200
320	Oberlin	Oberlin College	15	5	24	6	15	0	68	20	318	242	205	189	....	....	....	....	82	4	683	809	26,800	30,000
321	Oxford	Miami University	2	0	9	0	....	....	11	0	41	0	73	4	....	....	....	....	.....	....	102	4	12,000	.....
322	Richmond	Richmond College*	6	2	3	1	....	....	6	2	60	50	12	0	1	0	....	....	.....	....	73	50	3,000	100
323	Rio Grande	Rio Grande College	4	2	4	2	....	....	4	2	18	18	8	10	....	....	....	....	.....	....	(120) / 26	23	500	.....
324	Scio	Scio College	3	1	7	0	....	....	12	4	102	48	64	32	....	....	....	....	.....	....	366	182	1,000	400
325	Springfield	Wittenberg College	3	1	17	0	....	....	18	2	103	35	140	24	1	3	9	....	34	....	287	62	10,000	.....
326	Tiffin	Heidelberg University	6	1	9	2	4	0	16	2	39	18	70	23	....	....	13	1	22	0	144	42	8,000	4,000
327	Urbana	Urbana University	3	2	3	2	....	....	3	2	4	6	3	3	....	....	....	....	.....	....	7	9	6,150	1,875
328	Westerville	Otterbein University	2	1	10	2	....	....	13	3	114	59	68	30	....	....	8	....	.....	....	190	89	6,000	.....
329	Wilberforce	Wilberforce University	8	2	5	1	7	0	13	6	71	68	21	4	0	0	0	0	12	0	119	101	5,000	1,000
330	Wilmington	Wilmington College	4	1	4	1	....	....	4	1	48	36	22	20	....	....	....	....	.....	....	71	65	2,000	400
331	Wooster	University of Wooster	7	2	12	1	28	0	48	5	58	48	130	75	1	2	185	9	47	8	470	242	13,000	5,000
332	Yellow Springs	Antioch College	7	1	9	1	....	....	13	4	42	47	22	10	4	3	....	....	.....	....	91	88	7,000	.....
	OKLAHOMA.																							
333	Norman	University of Oklahoma	4	....	4	....	....	....	5	1	61	60	.....	.....	....	....	....	....	.....	....	61	60	600	.....
	OREGON.																							
334	Eugene	University of Oregon	5	2	7	1	24	0	32	5	62	53	51	34	....	....	....	....	87	5	212	150	4,000	.....
335	Forest Grove	Pacific University	3	2	5	0	....	....	8	4	77	55	13	9	....	....	....	....	.....	....	91	75	7,000	4,000
336	McMinnville	McMinnville College	.....	.....	3	2	....	....	3	2	.....	.....	38	33	....	....	....	....	.....	....	38	33	1,745	400
337	Newberg	Pacific College	3	2	3	2	....	....	5	3	50	45	16	13	....	....	....	....	.....	....	77	70	300	150
338	Philomath	Philomath College	.....	.....	2	0	....	....	2	0	.....	.....	30	35	....	....	....	....	.....	....	30	35	800	600
339	Salem	Willamette University	4	4	4	3	41	0	49	10	108	78	6	5	....	....	....	....	34	0	139	162	3,885	2,275
	PENNSYLVANIA.																							
340	Allegheny	Western University of Pennsylvania.	0	0	18	0	41	0	58	0	0	0	143	0	1	0	....	....	186	0	330	0	13,000	1,000
341	Allentown	Muhlenberg College	3	0	11	0	0	0	13	0	50	0	95	0	0	0	0	0	0	0	145	0	10,000	2,000
342	Annville	Lebanon Valley College	....	1	6	3	....	....	6	4	35	43	21	13	1	....	3	....	.....	....	56	56	4,500	300
343	Beatty	St. Vincent College	2	0	12	0	7	0	25	0	20	0	219	0	....	....	....	....	42	0	303	0	40,000	5,000
344	Beaver Falls	Geneva College	1	1	7	2	....	....	7	3	22	14	41	21	....	....	....	....	.....	....	91	68	1,500	500

*Statistics of 1891-92.

TABLE 6.—*Statistics of universities and colleges for 1892-93*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	PENNSYLVANIA—cont'd.																							
345	Bethlehem	Moravian College	0	0	4	0	3	0	4	0	0	0	29	0	.....	.....	.....	.....	10	0	39	0	5,400	.....
346	Carlisle	Dickinson College	5	0	11	0	7	0	22	0	101	2	149	16	.....	.....	7	0	50	0	293	18	33,000	.....
347	Chester	Pennsylvania Military College	.....	.....	14	0	.....	.....	14	0	22	0	80	0	.....	.....	.....	.....	.....	.....	102	0	1,200	.....
348	Collegeville	Ursinus College	10	0	9	0	5	0	18	1	44	6	53	9	.....	.....	.....	.....	26	0	128	16	3,500	100
349	Easton	Lafayette College	0	0	27	0	0	0	27	0	0	0	277	0	10	0	14	0	0	0	301	0	25,500	1,200
350	Gettysburg	Pennsylvania College	6	0	13	0	0	0	18	0	60	5	166	9	.....	.....	.....	.....	.....	.....	226	14	10,700	.....
351	Greenville	Thiel College	1	1	9	1	.....	.....	10	1	21	6	50	14	.....	.....	7	0	.....	.....	85	29	5,000	.....
352	Grove City	Grove City College*	12	3	12	3	.....	.....	12	3	156	56	195	105	.....	.....	.....	.....	.....	.....	491	208	4,000	.....
353	Haverford	Haverford College	0	0	16	0	0	0	16	0	0	0	84	0	8	0	.....	.....	.....	.....	92	0	29,000	8,000
354	Jefferson	Monongahela College	1	1	5	3	.....	.....	7	4	15	10	60	40	.....	.....	.....	.....	.....	.....	84	52	200	100
355	Lancaster	Franklin and Marshall College	4	1	10	0	4	0	18	1	68	15	136	0	.....	.....	.....	.....	64	0	258	15	16,042	2,189
356	Lewisburg	Bucknell University	5	0	8	0	.....	.....	13	0	85	0	126	19	.....	.....	.....	.....	.....	.....	211	19	12,500	.....
357	Lincoln University	Lincoln University*	4	0	9	0	7	0	10	0	63	0	143	0	.....	.....	.....	.....	22	0	228	0	13,000	2,000
358	Loretto	St. Francis College*	5	0	5	0	.....	.....	10	0	20	0	51	0	.....	.....	.....	.....	.....	.....	71	0	2,000	.....
359	Meadville	Allegheny College	3	1	8	2	.....	.....	11	3	76	30	87	41	.....	.....	92	2	.....	.....	255	73	13,500	4,000
360	New Berlin	Central Pennsylvania College	3	2	3	1	.....	.....	7	2	38	6	43	9	.....	.....	.....	.....	.....	.....	90	23	3,896	300
361	New Wilmington	Westminster College	6	4	6	4	.....	.....	6	6	35	22	79	54	.....	.....	.....	.....	.....	.....	124	132	5,000	.....
362	Philadelphia	Central High School	0	0	23	0	0	0	23	0	0	0	748	0	.....	.....	.....	.....	.....	.....	757	0	5,000	10,000
363	do	La Salle College	8	0	7	0	.....	.....	15	0	140	0	70	0	.....	.....	.....	.....	.....	.....	210	0	8,000	800
364	do	University of Pennsylvania	0	0	88	0	186	0	255	0	0	0	567	51	97	20	0	0	1,328	5	1,979	76	115,000	120,000
365	Pittsburg	Duquesne College	7	6	7	6	.....	.....	12	7	100	50	60	50	.....	.....	.....	.....	.....	.....	398	1	1,000	100
366	do	Holy Ghost College	8	0	6	0	.....	.....	14	0	80	0	75	0	.....	.....	.....	.....	.....	.....	155	0	.....	.....
367	Swarthmore	Swarthmore College	0	0	17	6	.....	.....	17	6	0	0	116	86	.....	.....	.....	.....	.....	.....	116	86	15,500	.....
368	Villanova	Villanova College	2	0	11	0	.....	.....	13	0	25	0	90	0	.....	.....	.....	.....	.....	.....	115	0	7,000	300
369	Volant	Volant College	4	4	4	4	.....	.....	4	4	95	84	35	20	.....	.....	.....	.....	.....	.....	130	114	200	.....
370	Washington	Washington and Jefferson College.	6	0	12	0	.....	.....	13	0	58	0	153	0	2	0	.....	.....	.....	.....	213	0	11,000	.....
	RHODE ISLAND.																							
371	Providence	Brown University	0	0	58	0	0	0	58	0	0	0	422	39	40	9	39	0	0	0	501	48	80,000	20,000

	SOUTH CAROLINA.																							
372	Charleston	College of Charleston	....	....	6	....	....	....	6	....	....	....	....	....	....	....	....	....	....	....	....	....	10,000	.....
373	Clinton	Presbyterian College of South Carolina.	4	1	7	0	....	....	7	1	52	26	53	11	....	....	....	....	....	....	105	37	300	.....
374	Columbia	Allen University	3	1	3	1	5	0	7	5	25	20	7	1	....	....	....	....	1	0	215	192	300	.....
375	....do	South Carolina College	0	0	10	0	1	0	11	0	0	0	58	0	0	0	0	0	15	0	72	0	30,000	.....
376	Due West	Erskine College	1	0	6	0	....	....	7	0	20	0	48	9	....	....	....	....	....	....	68	0	.....	.....
377	Greenville	Furman University	2	0	8	0	....	....	10	0	40	0	103	0	....	....	....	....	....	....	143	0	5,000	.....
378	Newberry	Newberry College	2	0	8	0	....	....	8	0	45	0	64	0	2	0	4	0	7	0	119	0	6,000	2,000
379	Orangeburg	Claflin University	23	14	7	1	....	....	23	14	376	224	21	2	....	....	....	....	....	....	397	226	1,600	2,000
380	Spartanburg	Wofford College	....	....	8	0	....	....	8	0	.....	.....	139	0	....	....	....	....	....	....	139	0	6,000	.....
	SOUTH DAKOTA.																							
381	East Pierre	Pierre University	2	3	2	2	....	....	4	5	16	50	9	2	....	....	....	....	....	....	25	52	1,250	300
382	Hot Springs	Black Hills College	6	4	6	4	....	....	6	4	57	62	10	4	....	1	....	....	....	....	67	67	200	24
383	Mitchell	Dakota University	4	4	5	1	....	....	6	6	57	20	3	3	....	....	....	....	....	....	155	100	1,200	.....
384	Redfield	Redfield College	4	4	2	2	....	....	4	4	18	2	15	2	....	....	....	....	....	....	68	91	675	150
385	Vermillion	University of South Dakota	9	1	10	0	....	....	13	16	76	86	40	20	....	1	....	....	....	....	149	132	3,200	1,000
386	Yankton	Yankton College	10	7	7	7	....	....	10	7	65	64	32	63	....	....	....	....	....	....	97	127	5,000	1,100
	TENNESSEE.																							
387	Bristol	King College*	4	0	5	0	....	....	5	0	55	0	41	0	....	....	....	....	....	....	96	0	800	700
388	Chattanooga	U. S. Grant University	5	4	8	1	41	0	51	8	170	89	24	6	3	0	....	....	140	0	(145) 337	95	2,000	300
389	Clarksville	Southwestern Presbyterian University.	....	....	8	0	5	0	9	0	.....	.....	135	0	....	....	....	....	33	0	135	0	10,000	3,000
390	Hiwassee College	Hiwassee College	1	0	3	0	....	....	4	0	25	0	30	0	....	....	....	....	....	....	60	0	1,800	500
391	Huntingdon	Southern Normal University	4	2	3	2	....	....	6	5	200	150	20	10	....	....	....	....	....	....	220	160	1,000	560
392	Jackson	Southwestern Baptist University.*	2	0	5	0	....	....	8	0	50	9	137	2	1	0	....	....	....	....	214	13	3,000	450
393	Knoxville	Knoxville College	....	5	5	8	....	....	5	8	44	42	14	2	....	....	....	....	....	....	58	44	2,500	300
394	....do	University of Tennessee	0	0	23	0	25	0	51	0	15	0	239	4	10	0	....	....	276	0	530	4	8,504	6,100
395	Lebanon	Cumberland University	2	0	5	0	8	0	15	0	78	0	83	0	....	....	12	0	130	0	286	0	6,000	1,000
396	McKenzie	Bethel College	1	1	4	2	....	....	6	2	35	25	90	71	....	....	....	....	....	....	125	96	2,500	600
397	Maryville	Maryville College	10	4	10	4	....	....	10	4	116	62	77	44	....	1	....	....	....	....	193	107	12,000	.....
398	Memphis	Christian Brothers' College*	5	0	10	0	....	....	21	0	138	0	80	0	....	....	....	....	....	....	250	0	2,500	1,000
399	Milligan	Milligan College	2	2	4	3	....	....	6	5	71	27	32	8	....	....	....	....	....	....	103	35	1,200	400
400	Mossy Creek	Carson and Newman College	6	4	6	4	....	....	6	4	121	84	32	20	....	....	....	....	....	....	153	104	2,500	.....
401	Nashville	Central Tennessee College	3	1	3	....	22	....	28	1	24	10	5	1	....	....	....	....	186	7	215	18	3,015	1,189
402	....do	Fisk University	3	13	7	3	4	0	11	21	157	193	42	9	....	....	....	....	4	0	208	325	4,475	2,000
403	....do	Roger Williams College	1	5	5	0	....	....	6	5	76	90	24	1	....	....	....	....	19	0	119	91	4,500	.....
404	....do	Vanderbilt University	0	0	29	0	51	0	71	0	0	0	180	26	33	2	....	....	523	0	705	28	17,000	1,000
405	Sewanee	University of the South	4	0	14	0	....	....	18	0	89	0	157	0	2	0	0	0	56	0	304	0	33,000	1,800
406	Spencer	Burritt College	1	1	2	1	....	....	4	3	32	27	48	35	....	....	....	....	....	....	100	88	3,250	1,600

*Statistics of 1891–92.

TABLE 6.—*Statistics of universities and colleges for 1892–93*—Continued.

	Location.	Name.	Professors and instructors.								Students.												Library.	
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.		Bound volumes.	Pamphlets.
															Resident.		Non-resident.							
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	TENNESSEE—continued.																							
407	Sweetwater	Sweetwater College	2	0	2	0	.....	.....	4	0	25	0	80	0	.....	.....	.....	.....	.....	.....	105	0	.....	25
408	Tusculum	Greeneville and Tusculum College.	4	1	4	1	.....	.....	4	1	79	38	33	10	.....	.....	.....	.....	.....	.....	112	48	7,300	500
409	Washington College	Washington College	1	1	4	1	.....	.....	5	3	41	32	25	24	.....	.....	.....	.....	.....	.....	66	64	1,500	.....
	TEXAS.																							
410	Austin	University of Texas	0	0	24	1	19	0	43	1	0	0	164	78	9	0	0	0	102	0	275	78	12,300	.....
411	Brenham	Evangelical Lutheran College	3	0	3	0	.....	.....	4	0	14	4	6	0	.....	.....	.....	.....	.....	.....	41	29	.....	0
412	Brownwood	Howard Payne College	1	2	3	1	.....	.....	8	5	80	72	13	11	.....	.....	.....	.....	.....	.....	150	123	600	400
413	Fort Worth	Fort Worth University	5	3	5	2	.....	.....	12	9	75	60	5	11	1	0	.....	.....	.....	}	(547)		} 1,038	.....
414	Galveston	St. Mary's University*	2	0	5	0	.....	.....	7	0	35	0	90	0	.....	.....	.....	.....	.....	.....	81	71		
415	Georgetown	Southwestern University	3	2	9	0	.....	.....	12	8	127	58	175	68	.....	.....	.....	.....	.....	.....	125	0	2,500	100
416	Marshall	Wiley University*	7	4	.....	.....	.....	.....	7	4	225	200	.....	.....	.....	.....	.....	.....	.....	.....	302	126	1,000	500
417	Sherman	Austin College	1	0	8	0	.....	.....	9	0	60	0	70	0	.....	.....	.....	.....	.....	.....	225	200	1,500	1,000
418	Tehuacana	Trinity University	4	4	6	2	3	0	6	8	150	60	75	25	.....	.....	.....	.....	39	0	130	0	5,000	3,000
419	Thorp Spring	Add-Ran Christian University	1	3	7	0	1	0	8	6	101	81	140	119	.....	.....	.....	.....	14	2	235	107	1,000	300
420	Waco	Paul Quinn College	2	2	3	1	.....	.....	4	4	9	17	4	3	.....	.....	.....	.....	4	0	243	202	2,000	300
	UTAH.																							
421	Salt Lake City	University of Utah	10	1	12	0	.....	.....	16	1	116	135	66	46	5	0	.....	.....	.....	.....	108	115	500	300
	VERMONT.																							
422	Burlington	University of Vermont and State Agricultural College.	0	0	24	0	22	0	46	0	0	0	179	42	0	0	0	0	190	0	187	181	10,500	2,500
423	Middlebury	Middlebury College	0	0	9	0	0	0	9	0	0	0	65	23	0	0	0	0	0	0	369	42	45,461	.....
																					65	23	20,000	1,150

	VIRGINIA.																						
424	Ashland	Randolph-Macon College	12	2	19	4			31	6	181	0	131	0							312	0	8,500	
425	Charlottesville	University of Virginia	0	0	28	0	13	0	38	0	0	0	304	0					291	0	547	0	52,000	
426	Emory	Emory and Henry College	4	0	6	0			8	0	38	0	73	0	2	0					113	0	8,000	2,000
427	Hampden-Sidney	Hampden-Sidney College	0	0	8	0			8	0	0	0	135	0	5	0					140	0	8,000	2,000
428	Lexington	Washington and Lee University.	0	0	18	0	2	0	20	0	0	0	176	0					65	0	241	0	31,500	10,000
429	New Market	New Market Polytechnic Institute.	1	1	2	2			3	3	27	22	22	18							49	40	500	200
430	Richmond	Richmond College	0	0	10	0	1	0	10	0	0	0	187	0					21	0	187	0	11,500	2,000
431	Salem	Roanoke College	3	0	7	0			10	0	33	0	77	0							130	0	17,000	
	WASHINGTON.																						
432	Colfax	Colfax College	2	3	2	3			2	3	7	6	50	24							57	30	350	250
433	Seattle	University of Washington			6	4			8	7			62	27		1	2				137	81	4,032	2,500
434	Sumner	Whitworth College		1	4	4			4	4	23	17	11	7							34	24	250	150
435	Vancouver	St. James College*	2	0	1	0	1	0	5	0	85	0	6	0					4	0	138	0	600	1,200
436	Walla Walla	Whitman College	4	3	4	3	0	0	4	3	49	62	13	4	0	0	0	0	0	0	66	63	5,000	500
	WEST VIRGINIA.																						
437	Barboursville	Barboursville College		1	4	1			4	2	68	48	10	16							78	64	200	175
438	Bethany	Bethany College			8	2			8	2			76	49	2	0			50	0	128	49	1,500	300
439	Flemington	West Virginia College	3	1	3	1			3	1	45	21							3	1	45	21	200	100
440	Morgantown	West Virginia University	6	0	14	0	2	0	18	0	106	0	86	14					22	0	214	14	7,546	
	WISCONSIN.																						
441	Appleton	Lawrence University*	7	2	7	2			11	4	59	44	44	33	1	0					177	168	13,000	
442	Beloit	Beloit College	7	0	16	0			23	0	242	0	96	0	2	0					340	0	17,000	
443	Franklin	Mission House	6	0	7	0	3	0	14	0	23	0	64	0					15	0	102	0	5,000	500
444	Galesville	Gale College	1	4	1	4			1	4	20	25	5	1							25	26	2,000	
445	Madison	University of Wisconsin	0	0	59	6	8	0	67	6	0	0	715	249	46	11	23	12	227	4	1,011	276	29,000	8,000
446	Milton	Milton College	6	4	5	1			6	4	44	62	27	21			2				73	83	3,500	400
447	Milwaukee	Marquette College			15	0			15	0			261	0	3	0					264	0	9,000	1,000
448	Ripon	Ripon College	4	4	8	2			10	6	69	59	20	19							91	110	7,000	
449	St. Francis	Seminary of St. Francis of Sales.			6	0	6	0	12	0			90	0					130	0	220	0	13,400	1,200
450	Watertown	Northwestern University	3	0	6	0			9	0	110	8	61	3							171	11	3,000	500
	WYOMING.																						
451	Laramie	University of Wyoming	6	1	12	1			12	2	16	20	18	9	1						53	55	2,650	1,700

*Statistics of 1891-92.

TABLE 7.—*Statistics of colleges for women for 1892–93—Division A.*

Location.	Name.	Professors and instructors.						Students.				Library.	
		Preparatory department.		Collegiate department.		Total number.							
		Male.	Female.	Male.	Female.	Male.	Female.	Preparatory department.	Collegiate department.	Graduate department.	Total number.	Bound volumes.	Pamphlets.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mills College, Cal	Mills College	....	3	1	9	5	23	50	22	....	177	4,500	100
Rockford, Ill	Rockford College	....	6	....	14	1	20	193	30	....	223	5,000	120
New Orleans, La	H. Sophie Newcomb Memorial College.	1	8	4	7	5	12	58	70	4	193	.....	.....
Baltimore, Md	Woman's College of Baltimore.	....	....	....	....	(33)		....	....	....	203	2,000	.....
Cambridge, Mass	Society for the Collegiate Instruction of Women.	0	0	74	0	74	0	0	245	20	265	6,000	.....
Northampton, Mass	Smith College	0	0	10	23	10	23	0	643	....	643	6,000	.....
South Hadley, Mass	Mount Holyoke College.	0	0	6	33	6	33	....	312	....	312	15,000	.....
Wellesley, Mass	Wellesley College	0	0	8	67	8	67	0	712	19	731	43,600	.....
Princeton, N. J	Evelyn College	....	4	16	5	16	9	15	35	....	50	2,700	.....
Aurora, N. Y	Wells College	....	....	6	10	6	10	26	61	....	87	4,174	200
Elmira, N. Y	Elmira College	....	....	7	12	7	12	....	175	....	175	3,000	.....
New York, N. Y	Barnard College	0	0	17	1	17	1	0	84	9	93	250	20
Do	Rutgers Female College.*	0	1	3	8	3	9	14	34	0	48	1,000	.....
Poughkeepsie, N. Y	Vassar College	0	0	12	31	12	31	0	433	3	436	18,600	1,000
Cleveland, Ohio	Cleveland College for Women.	0	0	15	4	15	4	0	85	0	85	.....	.....
Bryn Mawr, Pa	Bryn Mawr College.	0	0	20	11	20	11	0	167	35	202	11,500	500

* Statistics of 1891–92.

TABLE 8.—*Statistics of colleges for women for 1892–93.—Division B.*

Location.	Name.	Instructors.		Students.						Volumes in library.
		Male.	Female.	Primary.	Preparatory.	Academic.	Collegiate.	Graduate.	Total number.	
1	2	3	4	5	6	7	8	9	10	11
ALABAMA.										
Huntsville	Huntsville Female College	1	18	6	11	24	145	4	190	6,362
Marion	Judson Female Institute	3	8	0	27	..	80	11	131	1,300
Do	Marion Female Seminary	....	9	20	20	20	59	....	119	500
Talladega	Isbell College*	1	9	....	15	....	60	....	75	471
Tuscaloosa	Central Female College	....	10	17	....	44	71	1	157	1,000
Tuskegee	Alabama Conference Female College.	....	20	40	45	....	93	....	178	2,000
CALIFORNIA.										
San José	College of Notre Dame	1	26	36	22	15	21	3	94	6,000
Santa Rosa	Santa Rosa Seminary*	0	9	10	8	22	.....	....	40	1,000
GEORGIA.										
Cuthbert	Andrew Female College	3	7	....	45	....	91	....	136	200
Dalton	Dalton Female College	....	11	30	20	20	110	....	175	.....
Forsyth	Monroe Female College	1	3	40	....	....	40	....	80	600
Gainesville	Georgia Female Seminary	....	10	45	75	....	125	....	245	750
Lagrange	La Grange Female College	6	11	26	23	....	113	2	204	3,000
Do	Southern Female College	4	17	....	....	....	....	....	180	6,000
Macon	Wesleyan Female College	6	11	....	....	11	303	....	314	3,000
Milledgeville	Georgia Normal and Industrial College.	3	15	40	50	....	280	....	370	1,892
Rome	Shorter College*	4	14	....	40	....	168	1	209	.....
Thomasville	Young Female College	1	4	31	....	....	75	....	110	.....
ILLINOIS.										
Jacksonville	Illinois Female College	6	10	20	20	25	10	....	130	1,000
Do	Jacksonville Female Academy*	4	13	....	31	....	82	....	238	2,000
Knoxville	St. Mary's School	4	11	....	15	112	15	....	132	1,800
KANSAS.										
Oswego	Oswego College for Women	1	8	4	....	5	30	....	39	500
Topeka	College of the Sisters of Bethany	....	18	39	102	....	94	....	235	4,000
KENTUCKY.										
Bowling Green	Potter College	3	17	....	....	....	227	....	227	5,000
Clinton	Clinton College	....	8	30	120	....	40	....	190	2,000
Danville	Caldwell College	....	12	50	....	....	83	3	136	.....
Glendale	Lynnland Female College	2	2	....	8	12	16	....	36	400
Harrodsburg	Daughters College*	2	5	....	30	....	100	....	130	3,000
Lexington	Sayre Female Institute*	2	11	77	....	29	110	....	221	.....
Millersburg	Millersburg Female College	4	11	65	75	....	77	2	219	2,000
Nicholasville	Jessamine Female Institute	....	10	10	20	30	50	4	114	200
Owensboro	Owensboro Female College	2	7	25	....	....	55	....	80	0
Russellville	Logan Female College	3	7	24	38	46	39	7	154	2,000
Stanford	Stanford Female College	1	5	30	40	35	20	2	127	500
Winchester	Winchester Female College	1	5	28	24	15	35	....	102	500
LOUISIANA.										
Mansfield	Mansfield Female College	2	5	32	19	32	17	....	100	800
Minden	Jefferson Davis College	2	5	....	....	....	....	....	210	.....
MAINE.										
Deering	Westbrook Seminary	3	7	....	....	94	10	....	104	5,000
Kents Hill	Maine Wesleyan Seminary and Female College.*	7	6	....	58	241	16	....	315	6,000
MARYLAND.										
Frederick	Frederick Female Seminary*	2	10	....	....	17	74	2	93	2,500
Hagerstown	Kee Mar College	7	13	....	....	23	100	2	125	1,000
Lutherville	Lutherville Seminary	4	6	....	3	15	82	7	107	1,555

* Statistics of 1891–92.

TABLE 8.—*Statistics of colleges for women for 1892-93.—Division B*—Continued.

Location.	Name.	Instructors.		Students.						Volumes in library.
		Male.	Female.	Primary.	Preparatory.	Academic.	Collegiate.	Graduate.	Total number.	
1	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS.										
Auburndale	Lasell Seminary	10	23	0	8	....	68	0	182	1,900
MINNESOTA.										
Albert Lea	Albert Lea College	2	6	....	44	....	10	....	54	1,500
MISSISSIPPI.										
Blue Mountain	Blue Mountain Female College	3	13	50	35	80	116	....	281	1,300
Clinton	Hillman College	1	7	20	46	....	62	....	128	2,500
Columbus	Industrial Institute and College	1	15	....	....	207	80	....	287	1,700
Meridian	East Mississippi Female College	1	8	21	22	20	37	11	111	500
Oxford	Union Female College*	....	....	....	....	....	....	....	81	300
Pontotoc	Chickasaw Female College*	1	4	40	17	....	13	5	75	2,000
Port Gibson	Port Gibson Female College	1	4	....	....	....	....	....	60	.....
Shuqualak	Shuqualak Female College*	1	5	27	....	21	54	....	102	400
Summit	Lea Female College	1	4	10	32	....	21	....	63	400
Woodville	Edward McGehee College	....	7	24	14	....	32	....	70	200
MISSOURI.										
Columbia	Stephens College	5	10	....	28	24	110	....	162	1,000
Fayette	Howard Payne College	2	11	18	62	34	61	....	234	812
Fulton	Synodical Female College	2	8	....	42	57	48	....	147	1,000
Independence	Presbyterian College*	1	9	20	13	....	30	....	96	100
Jennings	St. Louis Seminary	1	6	....	....	5	15	....	20	3,000
Lexington	Baptist Female College	3	6	....	50	35	30	3	118	500
Do	Central Female College	2	11	....	16	24	145	2	187	3,000
Mexico	Hardin College	7	11	....	65	90	75	....	230	1,000
NEW HAMPSHIRE.										
Tilton	New Hampshire Conference Seminary and Female College.	4	8	....	....	....	....	....	273	2,000
NEW JERSEY.										
Bordentown	Bordentown Female College	....	13	8	6	8	12	....	34	1,061
NEW YORK.										
Brooklyn	Packer Collegiate Institute	6	48	44	275	306	128	3	756	5,020
NORTH CAROLINA.										
Asheville	Asheville Female College	3	7	....	14	....	96	....	110	1,000
Dallas	Gaston Female College	2	3	....	16	....	38	....	54	250
Greensboro	Greensboro Female College	11	4	....	....	....	....	....	112	500
Hickory	Claremont Female College	2	7	....	35	....	70	....	105	.....
Lenoir	Davenport Female College	1	4	12	39	19	14	....	84	200
Louisburg	Louisburg Female College	1	9	18	30	....	44	....	92	500
Salem	Salem Female Academy	4	28	....	64	....	201	....	327	6,000
Wilson	Wilson Collegiate Institute*	1	5	25	30	20	20	....	95	.....
OHIO.										
Cincinnati	Bartholomew English and Classical School.	3	17	....	43	120	.....	....	163	1,500
Do	Cincinnati Wesleyan College	4	7	....	8	14	29	3	54	1,100
Glendale	Glendale Female College	2	11	....	24	....	79	2	105	3,500
Granville	Granville Female College	2	7	....	....	....	....	....	100	.....
Do	Shepardson College	1	12	....	....	....	....	....	241	.....
Oxford	Oxford College	3	19	....	....	21	107	2	227	.....
Painesville	Lake Erie Seminary	....	20	....	....	....	94	1	114	5,000

* Statistics of 1891-92.

TABLE 8.—*Statistics of colleges for women for 1892–93.—Division B*—Continued.

Location.	Name.	Instructors.		Students.						Volumes in library.
		Male.	Female.	Primary.	Preparatory.	Academic.	Collegiate.	Graduate.	Total number.	
1	2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA.										
Allentown	Allentown College for Women	1	8	16	....	26	44	1	87	400
Bethlehem	Moravian Seminary for Young Ladies.	3	12	....	22	....	57	....	79	6,000
Chambersburg	Wilson College	3	19	....	....	....	242	....	242	7,000
Lititz	Linden Hall Seminary	2	10	....	14	41	13	4	72	3,000
Mechanicsburg	Irving College for Young Women.	5	8	....	10	....	72	1	83	500
Ogontz School	Ogontz School	....	25	20	....	120	....	....	140	8,000
Pittsburg	Pittsburg Female College	....	9	15	30	20	40	7	84	1,000
SOUTH CAROLINA.										
Columbia	Columbia Female College	3	5	0	0	10	100	0	110	500
Do	South Carolina College for Women.	20	5	....	14	14	95	2	150	100
Due West	Due West Female College	1	10	....	71	....	88	....	159	1,000
Gaffney City	Cooper-Limestone Institute	2	6	....	40	35	50	11	136	150
Greenville	Greenville Female College	3	10	18	25	....	160	....	241	1,000
Spartanburg	Converse College	7	17	....	49	....	201	5	255	2,332
Williamston	Williamston Female College	2	8	....	....	50	64	4	118	3,000
TENNESSEE.										
Bristol	Sullins College	3	9	20	....	30	80	....	130	400
Brownsville	Brownsville Female College	4	8	13	18	28	40	....	113	1,000
Gallatin	Howard Female College	1	8	20	20	40	50	....	134	400
Jackson	Memphis Conference Female Institute.	1	12	10	25	10	100	....	145	6,000
McMinnville	Cumberland Female College	....	5	30	32	....	50	....	112	800
Murfreesboro	Soule College	1	12	50	16	....	81	....	147	300
Nashville	Boscobel College	3	10	....	....	....	130	....	130	1,000
Do	Nashville College for Young Ladies.	9	18	....	....	....	....	....	370	1,000
Do	Ward Seminary*	2	15	31	22	17	232	....	302	800
Pulaski	Martin College for Young Ladies	1	11	10	23	17	60	1	110	1,100
Rogersvile	Rogersville Synodical College	3	13	....	60	....	141	....	201	1,000
Shelbyville	Shelbyville Female Institute	1	7	32	30	14	20	....	96	700
Winchester	Mary Sharp College*	3	8	....	19	....	43	....	81	.....
TEXAS.										
Belton	Baylor Female College	4	11	....	64	....	161	....	225	2,500
Bonham	Carlton College	....	7	42	....	....	48	....	134	400
Chapel Hill	Chapel Hill Female College	2	5	5	32	....	33	....	70	200
Waco	Waco Female College	4	9	39	10	34	124	....	207	300
VIRGINIA.										
Abingdon	Martha Washington College	4	10	28	....	....	146	....	174	2,000
Do	Stonewall Jackson Institute	....	10	21	16	16	41	....	94	500
Bridgewater	Bridgewater College	5	2	....	25	....	90	....	115	500
Charlottesville	Albemarle Female Institute	3	5	12	....	....	50	....	62	.....
Christiansburg	Montgomery Female College*	....	4	20	18	27	8	....	83	.....
Danville	Danville College for Young Ladies*	3	8	....	48	....	89	....	158	.....
Do	Roanoke Female College	2	5	....	16	....	57	....	73	1,000
Glade Spring	Southwest Virginia Institute	3	12	13	21	73	42	2	151	1,000
Hollins	Hollins Institute*	8	13	16	....	....	157	....	173	1,500
Marion	Marion Female College	2	5	....	33	....	68	....	101	260
Norfolk	Norfolk College for Young Ladies	....	23	30	70	....	250	3	350	500
Staunton	Staunton Female Seminary	4	7	....	....	25	40	....	65	500
Do	Virginia Female Institute	2	11	....	....	21	72	2	95	1,000
Do	Wesleyan Female Institute*	3	22	40	40	20	65	10	175	500
WEST VIRGINIA.										
Parkersburg	Parkersburg Seminary	....	2	20	17	....	3	....	40	300
WISCONSIN.										
Fox Lake	Downer College*	....	7	....	11	24	14	....	49	2,000

* Statistics of 1891–92.

TABLE 9.—*Colleges of agriculture and the mechanic arts, endowed by act of Congress of 30, 1890; also, agricultural experiment stations endowed by act of Congress of March 2,*

Institutions and post-offices.	Presidents.	Staff of experiment stations.	Faculty, not including staff.		Students.				Property.		
					Preparatory.		Collegiate.		Library.		Acres under cultivation.
			Male.	Female.	Male.	Female.	Male.	Female.	Volumes.	Pamphlets.	
1	2	3	4	5	6	7	8	9	10	11	12
Alabama Agricultural and Mechanical College, Auburn, Ala.	Wm. Le Roy Broun..	13	27	0	30	0	222	3	8,177	15,390	137
University of Arizona (agricultural and mechanical department), Tucson, Ariz.	Theo. B. Comstock..	8	6	0	....	....	25	12	700	1,800	85
Arkansas Industrial University, Fayetteville, Ark.	J. L. Buchanan.....	7	14	4	92	....	34	....	6,670	5,500	50
University of California (agricultural and mechanical department), Berkeley, Cal.	Martin Kellogg.....	15	61	0	0	0	193	16	52,322	3,097	100
Colorado Agricultural College, Fort Collins, Colo.	Alston Ellis.....	14	11	2	30	4	105	40	4,344	7,280	160
Sheffield Scientific School (Yale University), New Haven, Conn.	George J. Brush (director).	....	53	0	0	0	528	0	6,500	.....	0
Delaware College (agricultural and mechanical department), Newark, Del.	A. N. Raub.....	6	11	0	0	0	35	0	6,007	4,589	4
Florida Agricultural College, Lake City, Fla.	O. Clute	5	9	0	30	0	55	0	3,650	3,800	60
State College of Agriculture and Mechanic Arts (University of Georgia), Athens, Ga.	H. C. White.....	....	15	0	0	0	104	0	26,200	5,750	50
University of Idaho, Moscow, Idaho.	Franklin B. Gault...	5	4	2	84	42	4	5	1,585	400	86
University of Illinois (agricultural and mechanical department), Urbana, Ill.	A. S. Draper.....	10	42	2	135	7	397	13	23,612	5,000	90
Purdue University of Indiana, La Fayette, Ind.	James H. Smart.....	9	44	9	87	8	507	75	5,670	500	149
Iowa Agricultural College, Ames, Iowa.	W. M. Beardshear...	16	28	9	27	13	488	92	10,853	.....	300
Kansas Agricultural College, Manhattan, Kans.	George T. Fairchild.	14	24	7	0	0	386	201	13,644	3,610	250
Kentucky Agricultural and Mechanical College, Lexington, Ky.	James K. Patterson..	6	20	1	91	22	63	42	2,284	12	45
Louisiana State University (agricultural and mechanical department).	J. W. Nicholson.....	20	18	0	103	0	49	0	18,000	1,000	....
Maine Agricultural and Mechanical College, Orono, Me.	A. W. Harris.....	11	18	1	....	....	143	2	8,110	1,937	200
Maryland Agricultural College, College Park, Md.	R. W. Silvester.....	5	11	0	30	0	78	0	550	.....	140
Massachusetts Agricultural College, Amherst, Mass.	Henry H. Goodell....	12	12	0	0	0	192	1	14,040	0	244
Massachusetts Institute of Technology, Boston, Mass.	Francis A. Walker..	0	124	1	0	0	1,019	41	29,796	11,000	0
Michigan State Agricultural College, Agricultural College, Mich.	Lewis G. Gorton.....	17	20	....	....	....	....	....	16,283	2,000	440
University of Minnesota, Minneapolis, Minn.	Cyrus Northrop.....	7	43	3	134	2	194	45	32,000	.....	115
Agricultural and Mechanical College of Mississippi, Agricultural College, Miss.	Stephen D. Lee.....	5	20	....	83	....	179	....	3,626	3,857	400
University of Missouri (agricultural and mechanical department), Columbia, Mo.	Richard H. Jesse....	7	24	0	0	0	331	12	12,000	.....	179
Montana Agricultural College, Bozeman, Mont.	Luther Foster (acting president).	....	2	....	5	3	....	....	55	1,948	80

July 2, 1862 (the national land grant), and further endowed by act of Congress of August 1887, when attached to said colleges; statistics for the year ended June 30, 1893.

Property.		Receipts—				Expenditures—		
Value of farm lands.	Value of buildings and equipments.	From the State, endowment, fees, and other sources.	From U. S. land grant, act of 1862.	For experiment station, act of U. S., 1887.	From U. S. endowment, act of 1890.	For agriculture and the mechanic arts.	For experiment station.	For other departments.
13	14	15	16	17	18	19	20	21
$3,000.00	$48,290.00	$21,305.60	$20,280.00	$15,000.00	$10,112.40	$30,672.44	$22,467.51	.....
4,250.00	29,500.00	14,050.00	.....	15,000.00	18,000.00	9,639.99	15,000.00	$9,000.32
14,000.00	30,000.00	39,088.85	10,400.00	15,000.00	13,090.90	24,768.81	15,000.00	18,584.00
12,322.00	129,266.55	187,235.91	43,690.71	15,000.00	18,000.00	112,776.27	15,206.57	173,079.23
25,000.00	33,000.00	34,843.84	10,244.27	15,000.00	18,000.00	61,054.21	17,077.07	.....
.....	450,000.00	84,577.96	4,468.21	.....	18,000.00	103,422.18	.....	.....
3,000.00	29,161.08	2,107.84	4,980.00	15,000.00	14,400.00	20,651.75	15,000.00	12,061.19
5,600.00	40,000.00	33,877.00	9,107.00	15,000.00	9,000.00	18,877.00	15,000.00	.....
10,000.00	25,000.00	.....	16,954.14	.....	12,000.00	26,954.14	.....	8,000.00
13,950.00	7,730.12	16,513.54	.....	15,000.00	18,000.00	13,499.51	15,081.99	674.95
57,000.00	470,000.00	95,966.27	26,082.38	15,000.00	18,000.00	154,430.03	15,070.00	.....
70,000.00	186,000.00	65,292.12	17,000.00	15,000.00	18,000.00	94,439.18	15,741.61	.....
21,000.00	110,003.15	77,410.85	44,417.73	15,000.00	18,000.00	147,530.47	17,061.03	.....
30,000.00	74,000.00	11,071.00	30,187.04	15,000.00	18,000.00	72,562.21	15,000,00	.....
25,000.00	62,197.69	40,492.08	9,900.00	.....	15,390.00	55,257.78	17,938.65	5,509.97
.....	230,000.00	29,678.15	9,115.69	15,000.00	8,727.72	10,192.82	15,000.00	31,983.35
10,000.00	195,050.00	33,995.83	6,275.00	15,000.00	18,000.00	58,217.46	14,999.94	.....
28,600.00	50,000.00	21,141.69	6,142.30	15,000.00	18,000.00	44,734.96	14,996.15	.....
40,025.00	254,751.13	22,558.62	7,333.95	10,000.00	12,000.00	41,892.51	10,000.00	.....
0	907,926.85	244,046.65	5,405.55	0	6,000.00	275,516.28	0	0
48,000.00	59,300.00	18,000.00	36,000.00	15,000.00	18,000.00	54,217.64	16,349.00	22,711.52
375,000.00	196,000.00	221,903.67	14,977.00	15,000.00	18,000.00	43,202.18	17,692.73	208,985.76
50,500.00	38,900.00	33,619.80	5,914.50	15,000.00	8,075.33	38,825.33	15,000.00	5,145.39
75,000.00	95,000.00	29,356.85	15,850.00	15,000.00	17,023.06	62,229.91	18,389.46	....
8,000.00	.....	15,000.00	.....	.....	18,000.00	1,203.49	.....	.....

TABLE 9.—*Colleges of agriculture and the mechanic arts, endowed by act of*

Institutions and post-offices.	Presidents.	Staff of experiment stations.	Faculty, not including staff.		Students.				Property.		
					Preparatory.		Collegiate.		Library.		Acres under cultivation.
			Male.	Female.	Male.	Female.	Male.	Female.	Volumes.	Pamphlets.	
1	2	3	4	5	6	7	8	9	10	11	12
University of Nebraska (agricultural and mechanical department), Lincoln, Nebr.	James H. Canfield	12	25	3	....	....	....	....	.....	.....	160
State University of Nevada (agricultural and mechanical department), Reno, Nev.	Stephen A. Jones	5	15	2	45	77	36	28	3,468	2,300	35½
New Hampshire College of Agriculture and Mechanic Arts, Hanover, N. H.	Chas. S. Murkland	9	16	....	....	....	27	6	.....	.....	30
Rutgers Scientific School, New Brunswick, N. J.	Austin Scott	10	34	4	154	22	171	0	29,466	5,000	....
College of Agriculture and Mechanic Arts, Las Cruces, N. Mex.	Samuel P. McCrea	8	12	2	45	17	36	24	1,856	250	60
Agricultural College of Cornell University, Ithaca, N. Y.	J. G. Schurman	13	47	0	0	0	(624)		133,823	26,900	105
North Carolina College of Agriculture and the Mechanic Arts, Raleigh, N. C.	A. Q. Holladay	12	12	0	0	0	114	0	1,500	.....	....
North Dakota Agricultural College, Fargo, N. Dak.	J. B. Power	9	13	1	26	5	45	7	1,326	.....	540
Ohio State University (agricultural and mechanical department), Columbus, Ohio.	Wm. H. Scott	....	51	....	170	....	362	7	12,847	.....	170
Oklahoma Agricultural College, Stillwater, Okla.	R. J. Barker	4	7	....	29	36	30	37	1,205	440	105
State Agricultural College of Oregon, Corvallis, Oregon.	John M. Bloss	6	14	2	72	26	115	69	1,950	700	150
State College, State College, Pa.	George W. Atherton	14	33	5	67	20	192	9	8,168	.....	200
Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	J. H. Washburn	8	9	4	....	....	67	26	1,500	1,000	40
Clemson Agricultural College, Fort Hill, S. C.	E. B. Craighead	8	18	....	....	....	....	....	.....	.....	400
State Agricultural College of South Dakota, Brookings, S. Dak.	Lewis McLouth	12	19	2	76	32	109	86	3,095	7,000	150
University of Tennessee (agricultural and mechanical department), Knoxville, Tenn.	Charles W. Dabney, jr	7	23	0	15	....	247	4	8,504	6,100	118
Agricultural and Mechanical College of Texas, College Station, Tex.	L. S. Ross	7	17	0	....	....	293	....	.....	.....	211
Agricultural College, Logan, Utah.	J. W. Sanborn	7	9	2	....	....	....	....	1,900	525	86
University of Vermont and State Agricultural College, Burlington, Vt.	M. H. Buckham	10	20	0	0	0	111	0	45,461	.....	120
Virginia Agricultural College, Blacksburg, Va.	J. M. McBryde	7	18	....	17	....	160	....	2,525	400	275
Washington Agricultural College and School of Science, Pullman, Wash.	E. A. Bryan	5	10	4	98	25	72	34	1,200	7,000	200
West Virginia University (agricultural and mechanical department), Morgantown, W. Va.	J. L. Goodknight	6	18	....	106	....	108	14	6,770	.....	3
University of Wisconsin (agricultural and mechanical department), Madison, Wis.	C. K. Adams	8	49	2	0	0	354	0	3,200	4,000	60
University of Wyoming (agricultural and mechanical department), Laramie, Wyo.	A. A. Johnson	7	9	1	9	....	....	....	2,650	1,700	240

Congress of July 2, 1862 (the national land grant), etc.—Continued.

Property.		Receipts—				Expenditures—		
Value of farm lands.	Value of buildings and equipments.	From the State, endowment, fees, and other sources.	From U. S. land grant, act of 1862.	For experiment station, act of U. S., 1887.	From U. S. endowment, act of 1890.	For agriculture and the mechanic arts.	For experiment station.	For other departments.
13	14	15	16	17	18	19	20	21
$300,000.00	$60,000.00	$250.00	$42,652.12	$15,000.00	$18,000.00	$65,573.00	$15,000.00	$18,000.00
13,000.00	39,550.00	25,000.00	0	15,000.00	18,000.00	18,000.00	15,000.00	12,500.00
15,000.00	65,500.00	87,703.08	4,800.00	15,000.00	18,000.00	146,307.59	15,000.00	.....
.....	.....	12,480.66	6,960.00	15,000.00	18,000.00	28,120.46	15,000.00	9,320.20
10,000.00	38,049.00	7,122.27	.....	15,000.00	18,000.00	23,609.49	15,115.00	.....
.....	.....	450,463.56	18,000.00	15,000.00	18,000.00	.....	15,490.86	485,967.15
.....	.....	.....	7,500.00	15,000.00	11,689.20	.....	.....	.....
30,000.00	54,000.00	11,981.13	.....	15,000.00	18,000.00	21,686.55	15,563.62	6,818.14
1,000,000.00	*390,000.00	214,102.02	29,849.43	.....	18,000.00	108,120.34	.....	125,882.91
10,000.00	20,192.42	10,000.00	.....	15,000.00	18,000.00	7,231,00	19,455.44	.....
35,000.00	29,570.23	2,438.86	10,952.00	15,000.00	18,000.00	31,390.86	15,000.00	.....
50,000.00	215,000.00	122,555.55	30,510.00	15,000.00	18,000.00	163,607.71	22,457.84	.....
10,000.00	96,500.00	23,317.76	.....	15,000.00	.....	19,496.37	18,919.79	.....
16,280.00	30,000.00	103,796.38	5,764.00	15,000.00	33,000.00	98,796.76	15,000.00	.....
16,000.00	116,825.00	9,721.24	0	15,000,00	18,000.00	27,379.44	15,000.00	.....
106,370.00	55,729.37	13,370.61	23,760.00	15,000.00	18,000.00	57,829.56	15,000.00	.....
24,160.00	53,120.65	60,000.00	14,280.00	15,000.00	13,500.00	52,280.00	15,000.00	40,000.00
21,600.00	149,000.00	86,844.73	0	15,000.00	18,000.00	35,563.51	15,000.00	12,680.52
15,000.00	51,000.00	43,540.34	8,130.00	15,000.00	18,000.00	25,665.00	16,799.44	39,156.02
25,000.00	47,050.00	10,466.00	20,668.72	15,000.00	12,000.00	45,028.42	21,001.07	.....
10,000.00	17,006.00	157,000.00	0	26,250.00	35,000.00	35,576.32	30,704.14	87,608.81
.....	36,000.00	51,781.60	6,388.00	15,000.00	15,000.00	100,312.92	17,896.68	.....
150,000.00	529,000.00	25,437.76	16,961.95	15,000.00	18,000.00	49,453.10	22,346.61	3,600.00
5,400.00	107,000.00	37,144.88	.....	15,000.00	18,000.00	33,841.39	15,994.82	10,518.46

* Value of buildings and equipments of entire university.

TABLE 10.—*Institutions for the education of colored students in agriculture and the for the year ended*

Institutions and post-offices.	Presidents.	Faculty.		Students.			
				In agriculture and mechanic arts.		In other courses.	
		Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8
1. State Normal and Industrial School, Normal, Ala.	Wm. H. Councill	11	8	151	12	118	135
2. Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark.	J. C. Corbin	9	1	60	.....	168	73
3. Agricultural College for Colored Students, Dover, Del.	Wesley Webb	3	.....	17	.....	.....	.....
4. State Normal and Industrial College for Colored Students, Tallahassee, Fla.	T. De S. Tucker	5	3	29	21	.....	.....
5. Georgia Industrial College for Colored Youths, College, Ga.	R. R. Wright	11	.....	65	.....	.....	.....
6. State Normal College, Frankfort, Ky.	John H. Jackson	3	1	17	28	13	44
7. Southern University, New Orleans, La.	H. A. Hill	8	9	88	97	146	292
8. Alcorn Agricultural and Mechanical College, Westside, Miss.	T. J. Calloway	12	0	251	10	.....	.....
9. Lincoln Institute, Jefferson City, Mo.	Inman E. Page	7	1	73	.....	117	74
10. Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	J. O. Crosby	7	.....	1	.....	.....	.....
11. Claflin University, Orangeburg, S. C.	L. M. Dunton	23	14	397	226	.....	.....
12. Prairie View State Normal School, Prairie View, Tex.	L. C. Anderson	17	2	122	62	.....	.....
13. Hampton Normal and Agricultural Institute, Hampton, Va.	H. B. Frissell	20	60	*430	259	.....	.....
14. West Virginia Institute, Farm, W. Va.	J. Edwin Campbell	4	1	.....	.....	.....	.....

* Includes all departments.

mechanic arts receiving the benefits of the act of Congress of August 30, 1890; statistics June 30, 1893.

Property.					Receipts.			
Library.		Acres under cultivation.	Value of farm lands.	Value of all buildings and equipments.	From endowment, fees, the State, and other sources.	From U. S. land grant, act of 1862.	From U. S. endowment, act of 1890.	Total expenditures.
Volumes.	Pamphlets.							
9	10	11	12	13	14	15	16	17
1,500	275	107	$10,000.00	$19,834.23	$16,937.01	.....	$7,887.00	$16,576.20
2,100	531	20	.....	29,700.00	7,618.73	.....	4,909.10	7,360.06
261	85	90	5,000.00	15,700.00	1,660.42	.....	3,600.00	5,982.81
504	225	91	7,105.00	13,500.00	3,900.00	.....	9,000.00	9,000.00
.....	.....	.....	.....	24,557.39	8,645.13	.....	6,000.00	14,863.34
148	4	5	1,000.00	14,525.83	3,802.47	.....	2,610.00	5,585.26
380	301	35	(*)	42,922.00	19,883.00	.....	9,272.28	31,316.31
2,959	2,746	90	2,500.00	61,700.00	13,803.19	$5,678,75	9,930.31	29,386.35⅔
20	2	20	2,300.00	71,520.00	2,183.56	.....	976.94	11,663.82
.....	.....	10	.....	15,750.50	7,500.00	.....	6,310.80	4,615.00
1,600	2,000	150	50,000.00	110,000.00	16,500.00	5,744.00	33,000.00	52,455.79
550	32	100	9,000.00	9,050.00	23,633.66	.....	4,500.00	28,133.66
6,859	434	460	30,000.00	540,000.00	6,000.00	10,329.36	6,000.00	124,790.03
507	15	25	2,500.00	17,596.00	14,632.00	.....	3,000.00	7,851.82

* Institution does not yet own lands, but rents 100 acres at $800 a year.

TABLE 11.—*Receipts and expenditures for the year ended June 30, 1893, of the funds for the benefit of colleges of agriculture and the mechanic arts authorized by act of Congress of August 30, 1890.*

Name and location of institution.	Amount available for year ended June 30, 1893.			Disbursements.								Balance on hand July 1, 1893.
	Balance on hand July 1, 1892.	Installment for 1892–93.	Total.	For agriculture.	For mechanic arts.	For English language.	For mathematical science.	For physical science.	For natural science.	For economic science.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
State Agricultural and Mechanical College, Auburn, Ala	$5,847.31	$10,112.40	$15,959.71	$450.00	$3,200.00	$2,915.03	$1,024.75	$4,748.25	$1,950.91	.....	$14,288.94	$1,670.77
Huntsville State Colored Normal School, Normal, Ala	2,952.31	7,887.60	10,839.91	1,074.39	2,234.69	3,124.66	807.00	1,516.10	360.00	$904.05	10,020.89	819.02
University of Arizona, Tucson, Ariz	3,748.46	18,000.00	21,748.46	4,323.28	5,316.39	1,245.12	1,608.98	1,942.25	3,409.35	794.62	18,639.99	3,108.47
Arkansas Industrial University, Fayetteville, Ark	15,573.20	13,090.90	28,664.10	5,406.69	6,313.50	549.70	3,066.49	1,200.00	3,041.50	.....	19,577.88	9,086.22
Branch Normal College, Pine Bluff, Ark	6,643.84	4,909.10	11,552.94	.....	4,310.66	.....	.....	.....	.....	.....	4,310.66	7,242.28
University of California, Berkeley, Cal	13,204.97	18,000.00	31,204.97	7,696.98	11,579.08	44.46	2,655.11	1,363.79	5,375.76	86.85	28,802.03	2,402.94
Colorado State Agricultural College, Fort Collins, Colo	43.17	18,000.00	18,043.17	1,424.13	1,901.18	1,535.25	1,188.35	4,024.21	2,974.01	5,000.00	18,047.13	*a* 3.96
Sheffield Scientific School of Yale University, New Haven, Conn	1,587.47	18,000.00	19,587.47	5,587.55	2,333.32	2,916.65	2,916.65	2,916.65	2,916.65	0	19,587.47	0
Delaware College, Newark, Del	7,525.69	14,400.00	21,925.69	1,134.37	10,777.04	1,715.40	971.68	1,946.27	2,732.09	1,375.00	20,651.85	1,273.84
State College for Colored Students, Dover, Del	941.04	3,600.00	4,541.04	1,784.94	750.73	461.42	1,444.47	13.13	0	120.37	4,575.09	*a* 34.05
Florida Agricultural College, Lake City, Fla	.....	9,000.00	9,000.00	238.72	1,608.05	2,192.85	1,319.70	1,364.12	765.41	1,511.15	9,000.00	0
State Normal and Industrial College for Colored Students, Tallahassee, Fla	.....	9,000.00	9,000.00	3,288.87	1,287.65	1,773.36	899.00	1,023.77	.....	727.35	9,000.00	0
University of Georgia, Athens, Ga	2,922.78	18,000.00	20,922.78	2,396.69	2,600.86	1,014.82	1,240.66	1,600.00	3,165.50	1,000.00	*b*19,018.53	1,904.25
University of Idaho, Moscow, Idaho	.....	18,000.00	18,000.00	.....	2,142.10	5,895.16	2,037.25	724.00	2,791.00	.....	13,499.51	4,500.49
University of Illinois, Champaign, Ill	4,564.11	18,000.00	22,564.11	1,957.71	9,291.15	126.18	794.01	2,632.66	5,950.97	99.60	20,852.28	1,711.83
Purdue University, La Fayette, Ind	.....	18,000.00	18,000.00	719.99	7,078.03	1,326.66	3,785.33	1,033.33	3,156.66	900.00	18,000.00	0
Iowa Agricultural College, Ames, Iowa	4,402.53	18,000.00	22,402.53	7,635.97	4,168.29	.....	1,466.64	1,999.92	5,865.66	533.32	21,669.80	732.73
Kansas State Agricultural College, Manhattan, Kans	1,472.60	18,000.00	19,472.60	3,208.28	3,426.66	2,883.34	3,633.29	766.67	4,593.36	900.00	19,411.60	61.00
Agricultural and Mechanical College of Kentucky, Lexington, Ky	541.46	15,390.00	15,931.46	2,975.00	4,185.50	1,487.50	1,487.50	1,357.50	2,877.50	1,487.50	15,858.00	73.46
State Normal School for Colored Persons, Frankfort, Ky	*c*202.00	2,610.00	*d*2,468.91	1,189.89	1,179.05	.....	.....	.....	.....	.....	2,368.94	99.97
Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La	4,076.30	8,727.72	12,804.02	500.00	705.39	.....	2,500.00	4,699.11	1,788.32	.....	10,192.82	2,611.29
Southern University, New Orleans, La	9,224.04	9,272.28	*e*19,120.60	5,914.67	3,937.47	2,470.00	1,750.00	2,400.00	1,270.00	1,550.00	19,292.14	*c*171.54
Maine State College of Agriculture and Mechanic Arts, Orono, Me	5,642.06	18,000.00	23,642.06	3,414.26	6,165.65	3,292.56	1,559.81	1,918.86	5,590.37	1,028.52	22,970.03	672.03
Maryland Agricultural College, College Park, Md	5,456.77	18,000.00	23,456.77	9,048.92	1,270.02	2,373.96	3,321.33	4,036.67	2,615.27	604.71	23,270.88	185.89

Massachusetts Agricultural College, Amherst, Mass	10,000.00	12,000.00	22,000.00	5,474.57	75.60	2,299.70	.....	2,000.00	6,279.08	135.89	16,264.84	5,735.16
Massachusetts Institute of Technology, Boston, Mass	11,000.00	6,000.00	17,000.00	0	1,200.00	4,400.00	1,300.00	4,000.00	2,500.00	3,000.00	16,400.00	600.00
Michigan Agricultural College, Agricultural College, Mich	0	18,000.00	18,000.00	5,440.00	3,700.00	1,550.00	1,300.00	1,800.00	3,200.00	1,010.00	18,000.00	0
University of Minnesota, Minneapolis, Minn	.....	18,000.00	18,000.00	6,582.00	8,479.00	435.00	504.00	1,008.00	695.00	297.00	18,000.00	0
Mississippi Agricultural and Mechanical College, Agricultural College, Miss	0	8,075.33	8,075.33	1,483.28	958.30	1,395.80	1,574.91	641.66	874.98	.....	6,928.93	1,146.40
Alcorn Agricultural and Mechanical College, Rodney, Miss	8,653.31	9,924.67	18,577.98	5,216.72⅓	2,797.39	3,504.10	1,914.89⅔	1,327.75⅓	1,664.72⅓	.....	16,425.58⅔	2,152.39⅓
University of the State of Missouri, Columbia, Mo	14,481.19	17,023.06	31,504.25	591.95	9,370.72	1,716.66	2,916.66	1,241.13	1,145.00	*d*7,096.96	*g*28,334.84	3,169.41
Lincoln Institute, Jefferson City, Mo	856.64	976.94	1,833.58	180.00	1,260.00	.....	.....	.....	.....	.....	1,440.00	393.58
Montana College of Agriculture and Mechanic Arts, Bozeman, Mont	.....	18,000.00	18,000.00	.....	.....	.....	.....	.....	.....	.....	.....	18,000.00
University of Nebraska, Lincoln, Nebr	6,878.81	18,000.00	24,878.81	.....	.....	.....	.....	.....	.....	.....	*h*24,450.03	428.78
Nevada State University, Reno, Nev	0	18,000.00	18,000.00	3,101.00	2,945.16	3,245.64	2,679.99	2,024.17	2,645.72	1,358.32	18,000.00	0
New Hampshire College of Agriculture and Mechanic Arts, Hanover, N. H	13,362.63	18,000.00	31,362.63	836.13	13,592.82	2,284.99	2,455.37	6,013.89	2,996.45	1,133.72	29,313.37	2,049.26
Rutgers Scientific School, New Brunswick, N. J	1,770.54	18,000.00	19,770.54	2,740.77	.....	1,543.40	6,561.85	6,626.89	909.74	1,380.76	19,763.41	7.13
New Mexico College of Agriculture and Mechanic Arts, Las Cruces, N. Mex	22,904.66	18,000.00	40,904.66	1,940.81	3,367.92	4,100.74	3,994.17	689.17	3,851.48	1,004.15	18,888.44	22,016.22
Cornell University, Ithaca, N. Y	1,472.60	18,000.00	*i*19,514.60	3,936.59	9,000.00	.....	1,000.00	.....	4,852.30	105.79	18,894.68	619.92
North Carolina College of Agriculture and Mechanic Arts, Raleigh, N. C	.....	18,000.00	18,000.00	2,024.82	5,507.11	1,831.15	.....	2,326.12	.....	.....	*j*18,000.00	.....
North Dakota Agricultural College, Fargo, N. Dak	7,090.36	18,000.00	25,090.36	7,908.73	3,101.98	2,004.64	900.00	.....	6,957.66	813.54	21,686.55	3,403.81
Ohio State University, Columbus, Ohio	578.34	18,000.00	18,578.34	8,040.30	4,185.34	560.00	770.00	1,714.34	2,865.53	312.08	18,447.59	130.75
Oklahoma Agricultural and Mechanical College, Stillwater, Okla	.....	18,000.00	18,000.00	1,345.62	0	2,121.18	2,095.28	1,191.37	497.55	0	7,251.00	10,749.00
State Agricultural College of Oregon, Corvallis, Oreg	.....	18,000.00	18,000.00	1,600.00	4,766.53	5,358.78	1,600.00	1,693.06	1,000.00	1,981.63	18,000.00	0
Pennsylvania State College, State College, Pa	2,626.19	18,000.00	20,626.19	3,164.33	5,764.76	4,568.36	5,342.22	2,046.52	5,378.62	13.45	26,278.26	*c*5,652.07
Clemson Agricultural College, Fort Hill, S. C	.....	33,000.00	33,000.00	.....	2,341.77	100.88	.....	38.50	.....	56.56	2,537.71	30,462.29
Claflin University, Orangeburg, S. C	.....	33,000.00	33,000.00	5,286.21	13,512.58	4,892.35	618.34	333.32	1,799.56	796.49	27,238.85	5,761.15
Agricultural College of South Dakota, Brookings, S. Dak	5,398.15	18,000.00	23,398.15	1,952.51	2,831.05	3,157.71	2,209.91	3,638.10	1,291.99	2,636.48	*k*18,226.89	5,171.26
University of Tennessee, Knoxville, Tenn	*c*40.90	18,000.00	17,959.10	6,142.17	6,032.87	2,670.01	4,383.76	6,331.49	1,212.25	.....	26,772.55	*c*8,813.45
Agricultural and Mechanical College of Texas, College Station, Tex	5,356.56	13,500.00	18,856.56	3,188.95	7,822.20	.....	4,588.78	.....	2,099.88	.....	17,699.81	1,156.75

a Overdrawn.
b Includes $6,000 paid to College for Colored Youths.
c Deficit.
d Includes receipts from mechanical department, $60.91.
e Includes $624.28 received from sale of farm products.
f Includes $2,666.67 paid to the professor of pedagogy. This amount has been refunded, and will so appear in the report for the year ending June 30, 1894.
g Includes $4,255.76 expended for the School of Mines and Metallurgy at Rolla, Mo.
h Includes $200 which has been refunded to this fund.
i Includes $42 received for stock sold.
j Includes $6,310.80 paid to the Agricultural and Mechanical College for Colored Race.
k Includes $509.14 for books for the several departments.

TABLE 11.—*Receipts and expenditures for the year ended June 30, 1893, of the funds for the benefit of colleges of agriculture and the mechanic arts authorized by act of Congress of August 30, 1890*—Continued.

Name and location of institution.	Amount available for year ended June 30, 1893.			Disbursements.								Balance on hand July 1, 1893.
	Balance on hand July 1, 1892.	Installment for 1892–93.	Total.	For agriculture.	For mechanic arts.	For English language.	For mathematical science.	For physical science.	For natural science.	For economic science.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Prairie View State Normal School, Prairie View, Tex	$4,870.28	$4,500.00	$9,370.28	$1,355.93	$600.31	$1,579.18	$1,324.87	.....	$565.41	$388.85	$5,814.55	$3,555.73
Agricultural College of Utah, Logan, Utah	16,488.86	18,000.00	34,488.86	4,194.52	5,050.74	3,809.77	1,943.33	$3,572.22	1,874.99	3,300.91	23,746.48	10,742.38
University of Vermont and State Agricultural College, Burlington, Vt	601.53	18,000.00	18,601.53	3,376.53	3,500.00	1,750.00	2,750.00	3,500.00	2,225.00	1,500.00	18,601.53	0
Virginia Agricultural and Mechanical College, Blacksburg, Va	.....	12,000.00	12,000.00	750.00	4,566.67	1,300.00	1,850,00	2,200.00	783.33	550.00	12,000.00	0
Hampton Normal and Agricultural Institute, Hampton, Va	205.61	6,000.00	6,205.61	1,465.94	2,654.39	550.00	500.00	400.00	500.00	0	6,070.33	135.28
Washington Agricultural College and School of Science, Pullman, Wash	17,000.00	18,000.00	35,000.00	8,447.81	4,622.15	4,552.62	2,322.22	491.36	6,721.76	4,033.63	31,191.55	3,808.45
West Virginia University, Morgantown, W. Va	34,559.09	15,000.00	49,559.09	1,654.74	14,252.24	798.43	5,732.44	3.651.68	1,113.19	323.91	27,526.63	22,032.46
West Virginia Colored Institute, Farm, W. Va	1,884.97	8,000.00	9,884.97	749.93	5,008.67	1,027.00	1,066.22	.....	.....	.....	7,851.82	2,033.15
University of Wisconsin, Madison, Wis	.....	18,000.00	18,000.00	7,200.00	7,200.00	800.00	800.00	800.00	800.00	400.00	18,000.00	0
University of Wyoming, Laramie, Wyo	4,322.09	18,000.00	22,322.09	1,927.62	1,912.23	3,722.23	1,127.13	2,152.49	4,912.82	3,313.95	19,068.47	3,253.62

TABLE 12.—*Statistics of scientific schools and institutes of technology for 1892–93*

[For schools of science endowed with the national land grant, see Tables 9–11.]

	Location.	Name.	Professors and instructors.						Students.							
			Preparatory department.		Collegiate department.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Total number.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	San Francisco, Cal.	Cogswell Polytechnic College	6	4	.....	.....	6	4	95	100	.....	.....	.....	.....	95	100
2	Golden, Colo.	State School of Mines	0	0	7	0	7	0	0	0	106	0	0	0	106	0
3	Storrs, Conn.	Storrs Agricultural College	.....	.....	7	2	7	2	.....	.....	84	19	.....	.....	84	19
4	Washington, D. C.	Corcoran Scientific School of Columbian University	0	0	37	0	37	0	0	0	131	28	14	1	145	29
5	Atlanta, Ga.	State School of Technology	1	0	7	0	8	0	30	0	110	0	0	0	140	0
6	Terre Haute, Ind.	Rose Polytechnic Institute	0	0	13	0	13	0	0	0	161	0	3	0	164	0
7	Cambridge, Mass.	Lawrence Scientific School of Harvard University	0	0	153	0	153	0	0	0	181	0	0	0	181	0
8	Jamaica Plain, Mass.	Bussey Institution of Harvard University	0	0	5	0	5	0	0	0	9	0	0	0	9	0
9	Worcester, Mass.	Worcester Polytechnic Institute	0	0	26	0	26	0	0	0	276	0	4	0	280	0
10	Houghton, Mich.	Michigan Mining School	0	0	10	0	10	0	0	0	97	1	3	0	100	1
11	Deer Lodge, Mont.	School of Mines*	0	0	7	1	7	1	0	0	15	0	1	0	16	0
12	Hanover, N. H.	Chandler Scientific Department of Dartmouth College	0	0	10	0	10	0	0	0	77	0	0	0	77	0
13	....do	Thayer School of Civil Engineering (Dartmouth College)	0	0	3	0	3	0	0	0	10	0	6	0	16	0
14	Hoboken, N. J.	Stevens Institute of Technology	15	0	19	0	34	0	238	0	264	0	0	0	502	0
15	Newark, N. J.	Newark Technical School	1	0	7	0	8	0	100	0	176	0	8	0	284	0
16	Princeton, N. J.	John C. Green School of Science of the College of New Jersey.*	0	0	34	0	34	0	0	0	155	0	0	0	155	0
17	New York, N. Y.	School of Mines of Columbia College	0	0	63	0	63	0	0	0	310	0	27	0	337	0
18	Troy, N. Y.	Rensselaer Polytechnic Institute	0	0	18	0	18	0	0	0	205	0	1	0	206	0
19	Cleveland, Ohio	Case School of Applied Science	0	0	16	0	16	0	0	0	167	0	0	0	167	0
20	South Bethlehem, Pa.	Lehigh University	0	0	35	0	35	0	0	0	530	0	39	0	569	0
21	Northfield Vt.	Norwich University	0	0	11	0	11	0	0	0	63	0	0	0	63	0
22	Lexington, Va.	Virginia Military Institute	0	0	15	0	15	0	0	0	220	0	4	0	224	0
			23	4	503	3	526	7	463	100	3,347	48	110	1	3,920	149
23	Annapolis, Md.	United States Naval Academy	0	0	67	0	67	0	0	0	242	0	0	0	242	0
24	West Point, N. Y.	United States Military Academy	0	0	61	0	61	0	0	0	296	0	0	0	296	0

*Statistics of 1891–92.

TABLE 13.—*Statistics of schools of theology for 1892–93.*

	Post-office address.	Name of school.	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings.	Permanent productive funds.	Benefactions received in 1892–93.	Endowed professorships.	Scholarships.
				Professors.	Special or assistant.	In attendance.	Graduating in 1893.	Students having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala	Talladega College (Cong.)	H. S. De Forest, D. D	2	1	31	1	0	3	34	$6,000	$8,800	$800	0	8
2	Tuscaloosa, Ala	Institute for Training Colored Ministers (Presb.).	C. A. Stillman, D. D	2	0	19	4	0	4	36	2,000	0	3,503	0	0
3	Oakland, Cal	Pacific Theological Seminary (Cong.)	George Mooar, D. D'	5	0	24	8	4	3	32	75,000	236,500	86,009	5	8
4	San Anselmo, Cal	San Francisco Theological Seminary (Presb.).	Wm. Alexander, D. D	6	0	23	3	20	3	32	110,000	400,000	0	5	7
5	San Fernando, Cal	Maclay College of Theology (M. E.)	R. S. Maclay, D. D	2	0	4	1	1	3	40	30,000	a200,000	0	0	0
6	Denver, Colo	Iliff School of Theology (M. E.)	Wm. F. McDowell, S. T. D	4	0	12	1	1	3	36	75,000	100,000	65,000	3	0
7	do	Matthews Hall Theological School (P. E.)	John F. Spalding, D. D	2	3	4	0	3	3	40	60,000	10,000	0	0	0
8	Hartford, Conn	Hartford Theological Seminary (Cong.)	Chester D. Hartranft, D. D	12	11	42	12	36	3	32	100,000	272,458	.....	.....	.....
9	Middletown, Conn	Berkeley Divinity School (P. E.)	John Williams, D. D., LL. D	6	1	25	9	16	3	34	52,000	250,388	57,500	3	6
10	New Haven, Conn	Divinity School of Yale University (Cong.)	George E. Day, D. D	7	10	109	31	28	3	34	300,000	574,459	31,375	.....	.....
11	Washington, D. C	Catholic University of America (R. C.)	John J. Keane, D. D	11	1	31	0	....	4	37	600,000	420,000	20,000	.....	.....
12	do	Theological Department of Howard University (undenominational).	John L. Ewell	6	4	34	4	0	3	35	.....	.....	200	1	(b)
13	do	Wayland Seminary (Bapt.)*	G. M. P. King, D. D	2	0	44	4	0	3	35	80,000	0	.....	.....	.....
14	Atlanta, Ga	Atlanta Baptist Seminary*	George Sale	5	0	22	0	0	2	40	50,000	0	.....	.....	.....
15	do	Gammon Theological Seminary (M. E.)	W. P. Thirkield, D. D	4	0	67	9	4	3	30	100,000	500,000	.....	.....	.....
16	Bourbonnais, Ill	Theological Department of St. Viateur's College (R. C.).	M. J. Marsile, C. S. V	1	0	10	4	4	3	38	150,000	.....	0	.....	.....
17	Chicago, Ill	Chicago Theological Seminary (Cong.)	Franklin W. Fisk, D. D., LL. D.	18	0	200	42	....	3	30	284,000	550,000	64,135	2	45
18	do	Divinity School of the University of Chicago (Bapt.).	Eri B. Hulbert, D. D	17	0	204	42	76	3	30	100,000	323,724	113,000	....	5
19	do	McCormick Theological Seminary of the Presbyterian Church.	A. S. Carrier, D. D	8	0	212	72	175	3	32	826,100	359,119	6,000	7	38
20	do	Theological Seminary of the Evangelical Lutheran Church.	R. F. Weidner, D. D	5	2	70	0	33	3	30	77,000	0	4,000	0	0
21	do	Western Theological Seminary (P. E.)	Wm. E. McLaren, D. D., D. C. L.	6	2	20	2	4	3	36	200,000	150,000	0	0	0

22	Eureka, Ill	Bible Department of Eureka College (Disciples of Christ).	B. C. Deweese	2	0	80	3	3	3	39	.....	(c)	.....	....	....
23	Evanston, Ill	Garrett Biblical Institute (M. E.)	H. B. Ridgaway, D. D., LL. D.	7	2	183	22	45	3	30	100,000	700,000	0	0	....
24	.....do	Norwegian Danish Theological School (M. E.).	N. E. Simonsen	1	1	26	0	0	3	32	16,000	5,000	0	0	....
25	.....do	Swedish Theological School of the Methodist Episcopal Church.	Albert Ericson	2	1	22	5	0	3	40	8,000	17,000	0	0	0
26	Galesburg, Ill	Ryder Divinity School (Univ.)	J. V. N. Standish, LL. D	5	4	21	1	0	4	38	.....	80,000	500	0	15
27	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	J. J. Esker	2	0	23	*8	1	3	40	0	24,000	.....	.....	....
28	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.).	O. Olsson, Ph. D., D. D	4	0	55	17	22	3	36	200,000	(c)	.....	0	0
29	Springfield, Ill	Concordia College (German Ev. Luth.)	R. Pieper	5	0	257	40	....	3	42	125,000	1,000	900	....	....
30	Upper Alton, Ill	School of Theology, Shurtleff College (Bapt.)	A. A. Kendrick, D. D	3	0	17	0	1	2	36	0	59,000	.....	2	....
31	Greencastle, Ind	School of Theology, De Pauw University (M. E.).	Hillary A. Gobin, D. D	4	0	100	7	2	3	40	25,000	(d)	1,000	....	....
32	Merom, Ind	Theological Department of Union Christian College (Christ.).	L. J. Aldrich, D. D	3	0	27	2	....	2	38	.....	.....	100	....	....
33	St. Meinrad, Ind	St. Meinrad's Abbey (R. C.) *	Fintan Mundwiler, O. S. B	4	0	56	9	....	4	40	.....	.....	.....	....	....
34	Charles City, Iowa	German English College (M. E.)	Frederick Schaub	1	0	12	6	0	3	38	.....	5,000	600	....	....
35	Davenport, Iowa	Theological Department of Griswold College (P. E.). *	Wm. Stevens Perry	5	0	5	2	....	3	36	.....	.....	.....	....	....
36	Des Moines, Iowa	Bible College of Drake University (Christ.).	A. J. Hobbs	4	2	104	*7	....	4	40	.....	.....	.....	....	....
37	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	A. Vander Lippe, D. D. e	3	0	34	7	....	3	33	30,000	22,000	2,000	1	....
38	.....do	Wartburg Seminary of the Evangelical Lutheran Synod of Iowa.	S. Fritschel, D. D	3	0	42	10	18	3	38	30,000	11,736	5,886	0	0
39	Mount Pleasant, Iowa	Theological Course of the German College (M. E.).	Friedrich Moenz	3	0	106	7	....	3	36	30,000	25,000	.....	....	....
40	Oskaloosa, Iowa	Bible Department of Oskaloosa College (Christ.).	J. M. Atwater	1	0	14	2	0	f1	38	.....	.....	.....	....	....
41	Danville, Ky	Theological Seminary of the Presbyterian Church.	Stephen Yerkes, D. D. e	6	0	12	1	7	3	33	42,000	228,418	0	0	8
42	Lexington, Ky	Theological Course of the College of the Bible (Christ.).	Robert Graham	3	0	187	24	0	2	40	0	60,000	6,000	0	0
43	Louisville, Ky	Southern Baptist Theological Seminary	John A. Broadus, D. D., LL. D.	8	0	264	39	....	2-4	35	240,000	380,000	70,000	2	....
44	New Orleans, La	Theological Course of Leland University (Bapt.). *	E. C. Mitchell, D. D	2	0	15	0	....	3	33	.....	.....	.....	....	....
45	.....do	Theological Department of Straight University (Cong.).	George W. Henderson	1	0	11	0	....	3	33	.....	.....	0	....	....
46	Bangor, Me	Bangor Theological Seminary (Cong.)	F. B. Denio, D. D	5	1	43	13	7	3	35	80,000	235,000	.....	....	....
47	Lewiston, Me	Cobb Divinity School (Free Bapt.)	John Fullonton, D. D	6	0	21	5	7	3	36	40,000	(c)	1,625	....	....
48	Baltimore, Md	Theological Seminary of St. Sulpice and St. Mary's University (R. C.).	A. Magnien, D. D	11	0	200	25	....	3	40	.....	.....	.....	....	....
49	Ilchester, Md	The Redemptorist College of Ilchester (R. C.). *	Elias Fred. Schauer	8	0	80	9	....	4	48	.....	.....	.....	....	....
50	Mount St. Marys, Md.	Mount St. Marys Theological Seminary (R. C.).	Edward P. Allen, D. D	15	0	39	*6	25	4	40	150,000	0	.....	0	0
51	Westminster, Md	Westminster Theological Seminary (M. E.).	James Thomas Ward, D. D	4	0	36	5	2	3	40	6,500	.....	.....	....	....

* In 1891-92.

a Estimated value of 1,000 acres of land owned by the seminary.

b $5,000 aid fund.

c Theological school shares in college funds.

d Shares in funds of the university.

e Officer reporting.

f The one year of theological work is distributed over the four years of college course.

TABLE 13.—*Statistics of schools of theology for 1892-93*—Continued.

	Post-office address.	Name of school.	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings.	Permanent productive funds.	Benefactions received in 1892-93.	Endowed professorships.	Scholarships.
				Professors.	Special or assistant.	In attendance.	Graduating in 1893.	Students having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
52	Andover, Mass	Andover Theological Seminary (Cong.)	Egbert C. Smyth	9	0	80	*2	....	3	38	.....	.....	.....	.....	.....
53	Boston, Mass	Boston Theological Seminary of Boston University (M. E.).	Wm. F. Warren, LL. D	13	3	137	27	82	3	38	.....	.....	.....	.....	.....
54	Cambridge, Mass	Divinity School of Harvard University (nonsect.).	Charles Carroll Everett, D. D.	8	0	41	5	29	3	37	.....	.....	.....	.....	.....
55	.....do	Episcopal Theological School (P. E.)	William Lawrence	7	0	43	12	5	3	36	$400,000	$150,000	$30,000	0	0
56	.....do	New Church Theological School	John Worcester	4	1	7	0	1	3	32	55,450	37,800	1,868	.....	.....
57	Newton Center, Mass.	Newton Theological Institution (Bapt.)	Alvah Hovey	9	1	84	22	39	3	36	125,403	404,873	.....	1	41
58	Tufts College, Mass	Tufts College Divinity School (Univ.)	Charles H. Leonard, D. D	7	2	44	4	12	3,4	39	.....	.....	0	.....	.....
59	Adrian, Mich	School of Theology, Adrian College (M. E.)	G. B. McElroy, D. D	3	0	35	2	0	3	39	.....	.....	0	1	0
60	Hillsdale, Mich	Theological Department of Hillsdale College (F. W. Bapt.).*	Geo. F. Mosher	4	0	22	3	....	3	37	.....	.....	.....	.....	.....
61	Holland, Mich	Western Theological Seminary (Ref. Ch. in Amer.).	N. M. Steffer, D. D	2	0	13	3	10	3	34	.....	.....	0	2	1
62	Collegeville, Minn	St. John's Seminary (R. C.)	Bernard Loenikar, O. S. B., D. D.	4	0	36	7	6	4	40	.....	.....	.....	.....	.....
63	Faribault, Minn	Seabury Divinity School (P. E.)	John H. White, A. M	7	0	21	5	3	3	36	60,000	.....	53,000	3	17
64	Minneapolis, Minn	Augsburg Seminary (Luth.)	Georg Sverdrup	5	0	47	21	16	3	30	75,000	.....	.....	5	.....
65	Red Wing, Minn	Red Wing Norwegian Evangelical Lutheran Seminary.	H. H. Bergsland	2	0	21	3	9	3	30	.....	.....	.....	.....	.....
66	Robbinsdale, Minn	Lutheran Seminary	John B. Frich	4	2	47	17	28	3	40	55,000	1,700	.....	0	0
67	St. Paul, Minn	.....do	H. Ernst	3	0	65	11	0	2,3	40	30,000	.....	.....	.....	.....
68	Liberty, Mo	Jeremiah Vardeman School of Theology (Bapt.).	W. R. Rothwell, D. D	3	0	90	9	....	3	40	.....	40,000	3,000	.....	.....
69	St. Louis, Mo	Concordia Theological Seminary (Luth.)	Francis Pieper	5	0	147	52	147	3	40	250,000	0	0	0	0
70	.....do	Theological Seminary of the German Evangelical Synod of North America, Eden College (Ger. Ev.).	Louis F. Haeberle	3	0	68	20	20	3	39	110,000	0	4,209	0	0

71	Warrenton, Mo	Central Wesleyan College (M. E.)	H. A. Koch	2	4	34	4	0	3, 4	40			0		
72	Santee Agency, Nebr.	Santee Normal Training School (Cong.)	Alfred L. Riggs, D. D	3	0	15	0	0	3	40	60,000	0		0	0
73	Bloomfield, N. J	German Theological School of Newark (Presb.).	Charles E. Knox, D. D	3	1	20	7	0	3	36	22,000	50,000	1,000	1	4
74	Madison, N. J	Drew Theological Seminary (M. E.)	Henry A. Buttz, D. D., LL. D	8	0	131	26	49	3	34	350,000	337,825		6	2
75	New Brunswick, N. J.	Seminary of the Reformed Dutch Church in America.	Sam. M. Woodbridge, D. D., LL. D.	6	1	40	13	32	3	34	300,000	350,000			
76	Princeton, N. J	Theological Seminary of the Presbyterian Church in the United States.	W. Henry Green, D. D., LL. D. *a*	8	6	209	48	179	3	33	400,000	1,194,015		4	100
77	South Orange, N. J	Seminary of the Immaculate Conception (R. C.).	J. J. O'Connor	3	0	35	7	27	4	40		0	0	0	(*b*)
78	Allegany, N. Y	St. Bonaventure's College and Seminary (R. C.).	Joseph F. Butler, O. S. F	6	3	45	9	0	4	42	241,500		0	0	0
79	Auburn, N. Y	Auburn Theological Seminary (Presb.)	Henry M. Booth, D. D	6	3	66	19	37	3	32	250,000	556,249	16,679	6	60
80	Buffalo, N. Y	German Martin Luther Seminary	John Graham	2	1	10	0	0	3	40	10,000	0		0	0
81	Canton, N. Y	Canton Theological School (Univ.)	I. M. Atwood, D. D	4	3	35	7	3	3, 4	38	100,000	147,000	6,656	4	0
82	Geneva, N. Y	De Lancy Divinity School	No report.												
83	Hamilton, N. Y	Hamilton Theological Seminary (Bapt.)	S. Burnham, D. D	7	4	61	18	28	3	37	75,000		15,000		
84	Hartwick Seminary, N. Y.	Hartwick Seminary (Luth.)	John G. Traver, A. M	3	1	8	1	2	3	40	40,000		0	2	
85	New York, N. Y	General Theological Seminary of the Protestant Episcopal Church in the United States.	Eugene A. Hoffman, D. D., D. C. L., LL. D.	8	4	131	32	87	3	35	1,060,000	644,304	68,109	6	36
86	do	Union Theological Seminary in the City of New York (Presb.).	Thos. S. Hastings, D. D., LL. D.	11	1	150	40	139	3	32	500,000	1,200,000	215,000		
87	Rochester, N. Y	Rochester Theological Seminary (Bapt.)	Augustus H. Strong, D. D., LL. D.	12	0	114	16	50	3	34	102,827	606,345	2,600		
88	Stanfordville, N. Y	Christian Biblical Institute	John B. Weston, D. D	5	0	12	2	0	3	34	40,000	31,170	3,369	0	0
89	Troy, N. Y	St. Joseph's Provincial Seminary (R. C.)	Peter A. Puissant	7	0	176	25		6	40		0	0	0	0
90	Charlotte, N. C	Theological Department of Biddle University (Presb.).	D. J. Sanders, D. D	4	1	12			3						
91	Raleigh, N. C	Theological Department of St. Augustine's Normal School and Collegiate Institute (P. E.).	A. B. Hunter	2	0	11	0		2, 3	32					
92	do	Theological Department of Shaw University (Bapt.).	H. M. Tupper, D. D	4	0	35			4	32					
93	Berea, Ohio	Theological Department of German Wallace College (M. E.).*		2	0	27	0								
94	Carthagena, Ohio	St. Charles Borromeo Seminary (R. C.)	Theopistus Nistrone	5	0		21		4	36	18,000				
95	Cincinnati, Ohio	Hebrew Union College	Isaac M. Wise	4	4	62	5	10	4	40	30,000	40,000	25,000	0	0
96	do	Lane Theological Seminary (Presb.)	A. C. McGiffert, Ph. D., D. D	4	0	17	6	8	3	34	150,000	375,000		4	
97	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.)	N. A. Moes, D. D	4	0	40	6	15	6	42	50,000	0	12,000	0	0
98	Columbus, Ohio	Theological Seminary of the Evangelical Lutheran Synod of Ohio and other States.	M. Loy, D. D	3	0	32	13	21	3	40	100,000	0		0	0
99	Dayton, Ohio	Union Biblical Seminary (United Brethren)	G. A. Funkhouser, D. D	4	1	60	14		3	32	38,600	75,000	12,000		
100	Gambier, Ohio	Divinity School of Kenyon College (P. E.)	H. W. Jones, D. D	5	2	26	7	9	3	36	30,000	80,000		4	0
101	Oberlin, Ohio	Department of Theology in Oberlin College (Cong.).	William G. Ballantine, D. D., LL. D.	10	4	86	10	16	3	33	100,000		2,000		
102	Springfield, Ohio	Theological Department of Wittenburg College (Ev. Luth.).	Sam. A. Ort, D. D., LL. D	3	0	34	8	25	3	32					

* In 1891–92.

a Senior professor.

b With $35,000.

TABLE 13.—*Statistics of schools of theology for 1892-93*—Continued.

	Post-office address.	Name of school.	President or dean.	Instructors.		Students.			Length of course.		Value of grounds and buildings.	Permanent productive funds.	Benefactions received in 1892-93.	Endowed professorships.	Scholarships.
				Professors.	Special or assistant.	In attendance.	Graduating in 1893.	Students having degree in letters or science.	Years.	Weeks in scholastic year.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
103	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.).	David Van Horne, D. D	4	0	22	5	18	3	28	.....	$25,000	$2,200	.....	.....
104	Wilberforce, Ohio	Theological Department of Wilberforce University (A. M. E.).	Daniel A. Payne, D. D., LL. D.	4	0	13	4	0	3	36	$8,500	0	.....	0	0
105	Xenia, Ohio	Xenia Theological Seminary (United Presb.).	James Harper, D. D., LL. D	4	0	43	15	35	3	34	12,000	103,000	500	4	0
106	Salem, Oreg	Theological Department of Willamette University (M. E.).	George Whitaker, D. D	3	0	2	0	0	3	40	0	0	0	0	0
107	Allegheny, Pa	Allegheny Theological Seminary (United Presb.).	James A. Grier, D. D	4	6	64	19	63	3	32	75,000	178,000	25,000	.....	.....
108	.....do	Reformed Presbyterian Theological Seminary.	David B. Willson	2	0	14	5	11	4	26	25,000	73,754	.....	.....	.....
109	.....do	Western Theological Seminary (Presb.)	W. H. Jeffers, D. D., LL. D	6	0	103	27	....	3	35	250,000	537,025	53,293	5	45
110	Beatty, Pa	St. Vincent's Seminary (R. C.)	Vincent Huber, O. S. B	6	0	42	18	8	3	40	.....	0	0	0	0
111	Bethlehem, Pa	Moravian Theological Seminary	A. Schultze, D. D	3	0	10	0	6	2	40	.....	.....	.....	.....	.....
112	Chester, Pa	Crozer Theological Seminary (Bapt.)	Henry G. Weston	8	0	71	21	....	3	36	160,000	a334,500	.....	.....	.....
113	Collegeville, Pa	Theological Department of Ursinus College (Ref. Ch.).	James I. Good, D. D	7	1	26	15	13	3	34	.....	.....	.....	.....	.....
114	Germantown, Pa	St. Vincent's Seminary (R. C.)	James McGill, V. C. M	5	2	39	0	....	4	40	.....	.....	.....	.....	.....
115	Gettysburg, Pa	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	M. Valentine, D. D., LL. D	4	1	68	20	57	3	36	75,000	94,000	.....	4	3
116	Lancaster, Pa	Theological Seminary of the Reformed Church in United States.	Emanuel V. Gerhart, D. D., LL. D.	5	1	64	*15	....	3	36	*18,000	125,000	.....	.....	.....
117	Lincoln University, Pa.	Theological Department of Lincoln University (Presb.).*	Isaac N. Randall	10	0	28	10	....	3	34	.....	.....	.....	.....	.....
118	Meadville, Pa	Meadville Theological School (Unitarian)	George L. Cary, L. H. D	4	7	38	6	0	3	38	38,000	263,000	.....	.....	.....
119	Philadelphia, Pa	Divinity School of the Protestant Episcopal Church in Philadelphia.	Edward T. Bartlett, D. D	5	4	34	11	6	3	34	85,450	50,000	1 800	4	b11

120	.....do.....	Theological Seminary of the Evangelical Lutheran Church in Philadelphia.	C. W. Schaeffer, D. D., LL. D.	4	1	72	28	45	3	33	80,000	125,000	2,000	3	0
121	Overbrook, Pa.....	Theological Seminary of St. Charles Borromeo (R. C.).	J. E. Fitz Maurice, D. D.....	12	1	144	5	....	4	43	.....	.....	.....	....	....
122	Selinsgrove, Pa.....	Missionary Institute of the Evangelical Lutheran Church.	P. Born, D. D.....	2	0	8	2	0	3	39	25,000	40,000	.....	1	....
123	Villanova, Pa.....	Theological Department of the Augustinian College of St. Thomas of Villanova (R.C).	Thomas C. Middleton, D. D., O. S. W.	4	0	10	0	....	6	40	.....	.....	.....	....	....
124	Columbia, S. C.....	Theological Department of Benedict College (Bapt.).	C. E. Becker.....	1	0	29	*8	....	2	30	.....	.....	.....	....	....
125	.....do.....	Theological Seminary of the Synods of South Carolina and Georgia (Presb.).	J. D. Tadlock, D. D., LL. D..	6	0	47	7	....	3	30	50,000	200,000	.....	....	....
126	Due West, S. C.....	Erskine Theological Seminary (Asso. Ref. Presb.).	W. L. Pressly, D. D.....	4	4	14	7	5	2	36	.....	30,000	0	....	....
127	Newberry, S. C.....	Evangelical Lutheran Theological Seminary.	A. G. Voigt, A. M.....	1	0	7	0	6	3	34	0	.....	0	0	0
128	Athens, Tenn.....	School of Theology of U. S. Grant University (M. E.).	G. T. Newcomb.....	4	0	40	....	....	3	32	.....	.....	.....	....	....
129	Clarksville, Tenn.....	Divinity School of Southwestern Presbyterian University.	George Summey, D. D.....	5	2	33	15	14	2	40	50,000	60,000	1,200	2	0
130	Lebanon, Tenn	Theological School of Cumberland University (Cumb. Presb.).	J. M. Hubbert, D. D.....	4	2	37	17	14	2	40	20,000	60,000	.....	....	....
131	Nashville, Tenn.....	Biblical Department of Vanderbilt University (M. E. So.).	W. F. Tillett, D. D.....	7	1	32	6	25	3	39	150,000	200,000	0	4	40
132	.....do.....	Theological Department of Central Tennessee College (M. E.).	J. Braden, D. D.....	3	3	37	1	0	3	36	.....	.....	0	....	....
133	.....do.....	Theological Department of Fisk University (Cong.).	Erastus M. Cravath, D. D....	3	1	4	1	2	3	37	30,000	0	400	0	0
134	Sewanee, Tenn	Theological Department of the University of the South (P. E.).	Telfair Hodgson, D. D., LL. D.	8	4	21	8	5	3	40	50,000	35,000	.....	0	8
135	Tehnacana, Tex.....	Theological Department of Trinity University (Cumb. Presb.).	B. D. Cockrill.....	2	3	33	....	....	2	38	.....	.....	1,700	....	....
136	Hampden-Sidney, Va.	Union Theological Seminary (Presb.).....	T. R. English, D. D., clerk...	5	0	69	17	58	3	32	100,000	303,298	0	5	18
137	Richmond, Va	Richmond Theological Seminary (Bapt.)....	Charles H. Corey, D. D.....	4	0	60	4	0	4	32	30,000	55,000	.....	2	0
138	Theological Seminary, Va.	Protestant Episcopal Theological Seminary of Virginia.	Joseph Packard, D. D.....	6	1	47	12	....	3	40	.....	.....	.....	....	....
139	Franklin, Wis.....	Mission House (Reformed).....	H. A. Muehlmeier, D. D.....	3	0	15	5	10	3	40	.....	.....	.....	....	....
140	Milwaukee, Wis.....	Lutheran Theological Seminary of the Synod of Wisconsin.	A. Hoenecke	3	0	31	13	27	3	40	50,000	.....	.....	....	....
141	Nashotah, Wis.....	Nashotah House (P. E.).....	Walter R. Gardner, D. D.....	5	1	34	6	0	3	32	80,000	60,000	35,000	....	4
142	St. Francis, Wis.....	Seminary of St. Francis of Sales (R. C.)....	Joseph Rainer.....	12	0	250	29	....	3	45	215,000	.....	.....	....	....

* In 1891-92.

a Total endowment in 1890-91.

b With $49,350.

TABLE 14.—*Statistics of schools of law, for the year 1892-93.*

	Post-office address.	Name of school.	Dean.	Professors and instructors.		Students.		Length of course.	
				Regular.	Special or occasional.	Number matriculating during year.	Number graduating at close of year.	Years in course of school.	Weeks in each year.
	1	2	3	4	5	6	7	8	9
1	University Post-office, Ala.	Law School of the University of Alabama	Richard C. Jones	3	0	30	* 14	1	38
2	Little Rock, Ark	Law Department of the Arkansas Industrial University	Francis M. Goar	5	0	25	10	2	40
3	San Francisco, Cal	Hastings College of the Law, University of California	Charles F. D. Hastings	3	0	121	23	3	40
4	Boulder, Colo	Law School of the University of Colorado	Moses Hallett, LL. D.	26	3	25	0	2	33
5	Denver, Colo	Law Department of the University of Denver	Albert E. Pattison	9	19	53	6	2	33
6	New Haven, Conn	Law Department of Yale University	Francis Wayland, LL. D.	7	25	171	81	2	38
7	Washington, D. C	Columbian University Law School	James C. Welling, LL. D.	7	5	348	98	2	33
8	do	Law Department of Howard University	B. F. Leighton, LL. D	6	0	49	27	2	31
9	do	National University Law School	Arthur MacArthur, chancellor.	8	2	118	52	3	32
10	do	School of Law, Georgetown University	Martin F. Morris, LL. D	9	3	227	118	3	35
11	Athens, Ga	Law School of the University of Georgia	Howell Cobb	3	6	38	35	1	38
12	Macon, Ga	Law Department of Mercer University	Emory Speer	4	3	12	7	1	30
13	Bloomington, Ill	Bloomington Law School, Illinois Wesleyan University	Owen T. Reeves, LL. D	5	2	50	17	2	39
14	Chicago, Ill	Kent Law School	Marshall D. Ewell, LL. D	4	6	137	64	2	36
15	Chicago, Ill. (40 Dearborn st.).	Northwestern University Law School	Henry Wade Rogers, LL. D.	4	10	192	67	2	38
16	Lebanon, Ill	Law Department of McKendree College *	W. W. Edwards	1	0	25	3	2	36
17	Quincy, Ill	Chaddock School of Law	Thomas R. Petri, secretary	4	0	10	5	2	36
18	Bloomington, Ind	Indiana University Law School	David D. Banta	2	0	63	15	2	36
19	Greencastle, Ind	School of Law, De Pauw University	Augustus Lynch Mason	4	4	51	20	2	36
20	Notre Dame, Ind	Law Department, University of Notre Dame	William Hoynes, LL. D.	8	2	35	9	3	40
21	Des Moines, Iowa	Iowa College of Law, Drake University	Chester C. Cole, LL. D.	6	12	48	22	2	36
22	Iowa City, Iowa	Law Department of the State University of Iowa	Emlin McClain, chancellor	4	5	206	64	2	36
23	Lawrence, Kans	School of Law of the University of Kansas	J. W. Green	7	.....	85	42	2	38
24	Wichita, Kans	Law College of Garfield Memorial University	E. J. Christie	.....	.....	.....	.....	.....	.....
25	Louisville, Ky	Law Department, University of Louisville	W. O. Harris	3	0	40	20	2	28
26	New Orleans, La	Law Department of Tulane University	Henry C. Miller	5	0	57	25	1, 2	26
27	Baltimore, Md	Law School of the University of Maryland	No report	.....	.....	.....	.....	.....	.....
28	do	School of Law, Baltimore University	No report	.....	.....	.....	.....	.....	.....
29	Boston, Mass	Boston University School of Law	Edmund H. Bennett, LL. D.	14	9	219	45	3	35

30	Cambridge, Mass	Law School of Harvard University	C. C. Langdell, LL. D	8	3	394	69	3	39
31	Ann Arbor, Mich	Law Department of the University of Michigan	Jerome C. Knowlton	9	10	640	337	2	36
32	Detroit, Mich	Detroit College of Law	Philip T. Van Zile	6	10	61	25	2	40
33	Minneapolis, Minn	Law Department of the University of Minnesota	Wm. S. Pattee, LL. D	2	13	277	83	2	40
34	University, Miss	Law Department of the University of Mississippi	Albert H. Whitfield	1	4	23	13	2	40
35	Columbia, Mo	Law Department of Missouri State University	Alexander Martin, LL. D	3	7	57	25	2	38
36	St. Louis, Mo	St. Louis Law School, Washington University	Wm. G. Hammond, LL. D	4	10	87	.....	2	34
37	Lincoln, Nebr	College of Law of the University of Nebraska	W. Henry Smith	3	10	53	28	2	.....
38	Albany, N. Y	Albany Law School, Union University	Lewis B. Hall	14	3	56	43	1	38
39	Buffalo, N. Y	Buffalo Law School of Niagara University	Charles Daniels, LL. D	14	11	47	21	2	34
40	Ithaca, N. Y	School of Law, Cornell University	Francis M. Finch, LL. D	7	10	204	73	2	34
41	New York, N. Y	Law Department of the University of the City of New York	Austin Abbott, LL. D	8	6	216	72	2	32
42	do	New York Law School	George Chase	6	4	525	126	2	35
43	do	School of Law of Columbia College	William A. Keener	4	3	265	67	3	32
44	do	The Metropolis Law School	Abner C. Thomas, LL. D	7	2	168	41	3	34
45	Chapel Hill, N. C	Law School of the University of North Carolina	John Manning, LL. D	3	0	53	9	2	40
46	Raleigh, N. C	Law Department of Shaw University	John S. Leary	2	0	8	1	3	22
47	Cincinnati, Ohio	Law School of Cincinnati College	Jacob D. Cox, LL. D	6	0	167	98	2	33
48	Columbus, Ohio	School of Law of Ohio State University	Wm. F. Hunter	12	0	67	18	2	36
49	Portland, Oreg	Law School of University of Oregon	Richard H. Thornton	4	0	67	22	2	30
50	Salem, Oreg	College of Law of Willamette University	S. T. Richardson	11	1	4	3	2	34
51	Carlisle, Pa	Dickinson School of Law	William Trickett	7	8	50	16	2	33
52	Philadelphia, Pa	Department of Law of the University of Pennsylvania	C. Stuart Patterson	6	0	218	56	3	33
53	Columbia, S. C	School of Law of University of South Carolina	Jos. Daniel Pope	1	0	15	.....	2	38
54	Knoxville, Tenn	Law Department of the University of Tennessee	Henry H. Ingersoll, LL. D	2	6	8	3	2	40
55	Lebanon, Tenn	Law School of Cumberland University	Nathan Green, LL. D	2	0	81	58	1	40
56	Nashville, Tenn	Law Department of Central Tennessee College	J. H. Desmukes	5	2	8	3	2	36
57	do	Law Department of Vanderbilt University	Thomas H. Malone	3	0	34	12	2	40
58	Sewanee, Tenn	Sewanee Law School, University of the South	B. J. Ramage, Ph. D	1	5	11	0	2	40
59	Austin, Tex	Law Department of the University of Texas	Jas. B. Clark, proctor	2	2	77	34	2	36
60	Lexington, Va	Law School of Washington and Lee University	John Randolph Tucker, LL. D.	2	0	65	28	2	36
61	University of Virginia, Va.	Law School of University of Virginia	Wm. M. Thornton, LL. D., chairman.	3	0	147	25	2	40
62	Morgantown, W. Va	Law Department of West Virginia University	St. George T. Brooke	2	0	22	13	1, 2	36
63	Madison, Wis	College of Law, University of Wisconsin	Edwin E. Bryant	5	5	166	89	2	34

* In 1891-92.

TABLE 15.—*Statistics of schools of medicine, for the year 1892–93.*

	Post-office address.	Name.	Dean.	Instructors.		Students.				Percentage of students graduating.	Years of attendance required.	Weeks in annual course.	Tuition fee.	Graduation fee.	Value of grounds and buildings.
				Regular.	Special or assistant.	Men.	Women.	Having degree in letters or science.	Graduating in 1893.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		PREPARATORY.													
1	Portland, Me	Portland School for Medical Instruction*	Wm. Lawrence Dana	13	0	31	0	5	....	....	....	26	$60	....	.....
2	Chapel Hill, N. C	Preparatory School of Medicine of University of North Carolina.	George T. Winston	4	0	17	0	6	0	....	....	34	97	....	.....
		UNDERGRADUATE.													
		Regular.													
3	Mobile, Ala	Medical College of Alabama	George A. Ketchum	8	12	139	0	....	33	24	3	24	95	$25	$100,000
4	Little Rock, Ark	Medical Department, Arkansas Industrial University.	James A. Dibrell, jr	12	3	75	0	....	21	28	3	24	50	25	15,000
5	Los Angeles, Cal	College of Medicine, University of Southern California.	J. P. Widney	21	2	26	5	2	7	23	3	40	91	40	15,000
6	San Francisco, Cal	Cooper Medical College	Henry Gibbons, jr	10	16	155	21	12	38	22	3	26	130	40	300,000
7	.....do	Medical Department, University of California	Robert A. McLean	11	12	96	10	10	14	13	3	27	130	40	50,000
8	Boulder, Colo	Medical Department, University of Colorado	J. T. Eskridge	16	10	14	7	....	3	14	3	36	a10	30	.....
9	Denver, Colo	Denver Medical College, University of Denver	J. W. Graham	17	6	38	7	0	16	36	3	28	75	30	.....
10	.....do	Gross Medical College	Thomas H. Hawkins*	8	13	33	9	0	5	12	3	28	75	20	25,000
11	New Haven, Conn	Medical Department, Yale University	Herbert E. Smith	9	17	76	0	18	16	21	3	34	140	30	.....
12	Washington, D. C	Medical Department, Columbian University	A. F. A. King	7	29	147	17	20	31	19	b3	28	75	0	50,000
13	.....do	Medical Department, Georgetown University	G. L. Magruder	14	13	126	0	....	25	20	b3	31	100	0	.....
14	.....do	Medical Department, Howard University	T. B. Hood	8	13	106	2	0	20	19	b3	26	60	30	50,000
15	.....do	Medical Department, National University	John T. Winter	10	12	*25	0	....	6	....	3	28	c70	30	.....
16	Atlanta, Ga	Atlanta Medical College	H. V. M. Miller	9	4	172	0	....	76	44	2	20	100	30	20,000
17	.....do	Southern Medical College	Wm. P. Nicolson	10	5	92	0	....	36	39	d2	24	100	30	30,000
18	.....do	The Woman's Medical College of Georgia	No report.												
19	Augusta, Ga	Medical Department, University of Georgia	Edward Geddings	7	3	53	0	....	*30	....	2	20	....	....	.....
20	Chicago, Ill	College of Physicians and Surgeons	Bayard Holmes	27	38	305	0	31	87	29	e3	28	100	0	120,000

21	.....do	Northwestern University Medical School (Chicago Medical College).	Nathan Smith Davis	17	23	274	0	59	75	27	4	32	100	0	200,000
22	.....do	Rush Medical College	E. L. Holmes	14	44	670	0	51	155	23	*e*3	34	80	*g*30	140,000
23	.....do	Woman's Medical School of Northwestern University	Charles W. Earle	26	20	0	137	9	30	22	3	31	75	30	40,000
24	Fort Wayne, Ind	Fort Wayne College of Medicine, Taylor University	Christian B. Stemen	11	5	40	6	0	12	26	3	24	40	25	5,000
25	Indianapolis, Ind	Central College of Physicians and Surgeons	Samuel E. Earp	14	6	38	4	9	5	12	3	24	60	25	15,000
26	.....do	Medical College of Indiana	Elijah S. Elder	18	10	140	10	24	29	19	3	26	60	25	40,000
27	Des Moines, Iowa	Iowa College of Physicians and Surgeons, Drake University.	Lewis Schooler	12	4	50	6	3	6	11	3	24	45	25	20,000
28	Iowa City, Iowa	Medical Department, State University of Iowa	John C. Shrader	11	10	142	12	....	*25	....	3	24	.....	.....	.....
29	Keokuk, Iowa	College of Physicians and Surgeons	J. C. Hughes	12	3	124	12	4	22	16	3	24	28	30	50,000
30	Louisville, Ky	Hospital College of Medicine, Central University of Kentucky.	Jas. Lewis Howe	10	13	98	0	....	23	23	3	24	*c*70	30	15,000
31	.....do	Kentucky School of Medicine	William H. Wathen	10	12	504	0	....	224	44	3	24	75	30	50,000
32	.....do	Louisville Medical College*	J. A. Ireland	9	12	315	0	....	102	32	*d*2	25	100	30	200,000
33	.....do	University of Louisville, Medical Department	J. M. Bodine	8	8	425	0	....	190	45	3	25	75	30	100,000
34	New Orleans, La	Medical Department, Tulane University of Louisiana.	Stanford E. Chaillé	7	24	385	0	....	94	24	*d*2	24	30	30	135,000
35	.....do	New Orleans University Medical School	G. W. Hubbard	8	5	22	0	0	2	9	*b*3	20	30	10	20,000
36	Brunswick, Me	Medical School of Maine, Department of Bowdoin College.	Alfred Mitchell	11	2	97	0	11	21	22	3	20	78	25	.....
37	Baltimore, Md	Baltimore Medical College	David Streett	11	11	*241	0	....	*80	33	3	24	100	30	.....
38	.....do	Baltimore University School of Medicine	E. W. Eilau	10	5	65	0	....	40	62	3	22	50	30	15,000
39	.....do	College of Physicians and Surgeons	Thomas Opie	11	12	552	0	....	179	32	3	26	100	30	75,000
40	.....do	School of Medicine of the University of Maryland	J. Edwin Michael	10	19	231	0	....	52	23	3	24	80	30	150,000
41	.....do	Woman's Medical College of Baltimore	Joseph T. Smith	11	5	0	22	1	8	36	3	28	85	30	16,000
42	Boston, Mass	College of Physicians and Surgeons	Albert Nott	7	8	76	27	13	17	16	3	27	85	30	.....
43	.....do	Medical School of Harvard University	Henry P. Bowditch	25	12	442	0	188	81	18	3,4	36	200	30	.....
44	Ann Arbor, Mich	Department of Medicine and Surgery, University of Michigan.	Victor C. Vaughan	19	15	279	65	67	44	13	4	36	25	10	.....
45	Detroit, Mich	Detroit College of Medicine	Theodore A. McGraw	19	24	277	0	....	69	25	3	28	50	30	50,000
46	.....do	Michigan College of Medicine and Surgery*	Hal C. Wyman	25	4	80	6	4	31	36	3	24	50	25	30,000
47	Minneapolis, Minn	College of Medicine and Surgery, University of Minnesota.	Perry H. Millard	28	6	166	7	....	36	21	3	36	50	10	80,000
48	.....do	Minneapolis College of Physicians and Surgeons	J. T. Moore	17	4	27	3	0	7	23	3	26	65	10	10,000
49	Columbia, Mo	Medical Department of Missouri University	Andrew A. McAlester	7	8	43	0	0	6	14	3	40	50	3	.....
50	Kansas City, Mo	Kansas City Medical College	Jos. Sharp, president	13	13	95	0	....	17	18	3	26	60	0	7,000
51	.....do	University Medical College of Kansas City	Charles W. Adams	12	17	154	0	5	18	12	3	26	60	20	20,000
52	St. Joseph, Mo	Ensworth Medical College	Hiram Christopher	10	0	60	6	3	35	53	3	24	45	25	40,000
53	.....do	Northwestern Medical College	F. A. Simmons	13	13	101	0	8	47	47	3	26	45	25	.....
54	St. Louis, Mo	Barnes Medical College	C. H. Hughes	16	17	256	0	148	84	33	3	26	45	10	62,000
55	.....do	Beaumont Hospital Medical College*	W. B. Outten	17	3	103	0	10	45	44	3	28	75	0	36,000
56	.....do	Missouri Medical College	P. G. Robinson	17	30	178	0	7	54	30	3	26	90	0	50,000
57	.....do	St. Louis College of Physicians and Surgeons*	Algamon S. Barnes	28	0	250	0	....	86	34	3	24	50	25	40,000
58	.....do	St. Louis Medical College, Medical Department, Washington University.	H. H. Mudd	18	32	148	0	....	*19	....	3	34	100	0	150,000
59	Omaha, Nebr	John A. Creighton Medical College	P. S. Keogh	18	5	32	1	5	1	....	3	26	65	25	80,000

* In 1891–92.

a Annual registration fee; no tuition charged.

b Course of four years to be inaugurated with session of 1893–94.

c Average.

d Course of three years in future.

e Course of four years beginning with 1894–95.

f Course of four years to be inaugurated with session of 1894–95; but graduates of arts or sciences may complete in three years.

g Examination fee.

TABLE 15.—*Statistics of schools of medicine, for the year 1892-93*—Continued.

	Post-office address.	Name.	Dean.	Instructors.		Students.				Percentage of students graduating.	Years of attendance required.	Weeks in annual course.	Tuition fee.	Graduation fee.	Value of grounds and buildings.
				Regular.	Special or assistant.	Men.	Women.	Having degree in letters or science.	Graduating in 1893.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		UNDERGRADUATE—continued.													
		Regular—Continued.													
60	Omaha, Neb	Omaha Medical College	J. C. Denise	17	7	51	4	6	11	20	3	26	$65	$25	$17,000
61	Hanover, N. H	Dartmouth Medical College	C. P. Frost	13	1	112	0	....	31	28	3	26	77	25	.....
62	Albany, N. Y	Albany Medical College, Union University	W. G. Tucker, registrar	11	21	171	0	....	50	29	3	30	100	25	37,000
63	Brooklyn, N. Y	Long Island College Hospital	Jarvis S. Wight	10	15	226	0	36	60	27	3	26	115	25	190,000
64	Buffalo, N. Y	Medical Department of Niagara University	A. V. Hubbell, secretary	16	12	60	0	2	10	17	3	28	75	25	31,500
65	....do	Medical Department of University of Buffalo	M. D. Mann	15	29	145	12	....	49	31	3	30	100	25	169,772
66	New York, N. Y	Bellevue Hospital Medical College	Austin Flint	16	23	404	0	37	113	28	3	26	150	30	80,000
67	....do	College of Physician and Surgeons, Medical Department of Columbia College.	James W. McLane	11	45	661	0	....	104	16	3	33	200	30	.....
68	....do	Medical Department of the University of the City of New York.	Charles Inslee Pardee	13	41	460	0	61	151	33	3	32	150	30	326,074
69	....do	Woman's Medical College of the New York Infirmary	Emily Blackwell	9	19	0	90	9	24	27	a3	32	b120	30	60,000
70	Syracuse, N. Y	College of Medicine of Syracuse University	Henry D. Didama	16	10	48	10	8	10	17	3	32	80	25	17,000
71	Raleigh, N. C	Leonard Medicine School of Shaw University	James McKee	8	0	49	0	....	10	20	3	22	30	10	.....
72	Cincinnati, Ohio	Cincinnati College of Medicine and Surgery	C. A. L. Reed	13	18	98	0	....	13	13	3	24	b70	25	.....
73	....do	Medical College of Ohio	W. W. Seely	9	6	227	0	....	61	27	3	24	75	25	.....
74	....do	Miami Medical College of Cincinnati	N. P. Dandridge	11	27	89	0	....	28	31	3	27	75	25	12,000
75	....do	The Woman's Medical College of Cincinnati	George A. Fackler	10	7	0	34	....	3	9	3	26	40	25	0
76	Cleveland, Ohio	Medical Department of Western Reserve University	Isaac N. Himes	15	5	161	0	12	44	27	3	34	100	30	230,000
77	....do	Medical Department of Wooster University	Marcus Rosenwasser	12	13	47	8	....	....	....	3	22	100	.....	.....
78	Columbus, Ohio	Starling Medical College	Starling Loving	13	10	178	0	....	29	16	3	24	b40	25	200,000
79	Toledo, Ohio	Toledo Medical College	James H. Pooley	12	9	23	2	2	4	16	3	24	50	25	.....
80	Portland, Oregon	Medical Department of University of Oregon	S. E. Josephi	13	9	24	5	0	6	21	3	26	120	30	12,000
81	....do	Medical Department of Willamette University	Richmond Kelly	15	1	29	0	....	4	14	3	26	b90	30	.....
82	Philadelphia, Pa	Department of Medicine, University of Pennsylvania	John Marshall	15	65	847	0	184	198	23	4	33	150	0	.....
83	....do	Jefferson Medical College	James W. Holland	10	63	624	0	120	188	30	c3	28	140	30	.....
84	....do	Medico-Chirurgical College of Philadelphia	No report.												

85	.....do	Woman's Medical College of Pennsylvania	Clara Marshall	8	40	0	210	25	47	22	4	28	b125	0	78,000
86	Pittsburg, Pa	Western Pennsylvania Medical College	James B. Murdoch	20	24	186	0	29	25	13	3	26	100	.....	50,000
87	Charleston, S. C	Medical College of the State of South Carolina	Francis L. Parker	8	8	70	0	....	12	17	3	22	b85	30	.....
88	Chattanooga, Tenn	Chattanooga Medical College, U. S. Grant University	E. A. Cobleigh	11	20	116	0	....	30	26	d2	26	b90	25	0
89	Memphis, Tenn	Memphis Hospital Medical College	F. L. Sim	10	13	248	0	....	90	36	3	26	50	30	20,000
90	Nashville, Tenn	Medical Department of University of Nashville and Vanderbilt University.	Thomas Menees	12	13	308	0	....	126	41	2	28	90	.....	.....
91	.....do	Medical Department of University of Tennessee (Nashville Medical College).	Duncan Eve	14	10	267	0	....	116	43	3	24	75	25	30,000
92	.....do	Meharry Medical Department of Central Tennessee College.	G. W. Hubbard	12	2	117	4	6	36	30	3	20	30	10	28,000
93	Galveston, Tex	Department of Medicine, University of Texas	J. F. Y. Paine	8	8	25	0	5	2	8	3	28	.....	0	.....
94	Burlington, Vt	Medical Department of University of Vermont	A. P. Grinnell	17	6	198	0	27	51	26	3	26	80	25	30,000
95	Richmond, Va	Medical College of Virginia	Christopher Tompkins	10	14	76	0	5	25	33	c2	24	90	30	75,000
96	University of Virginia	Department of Medicine, University of Virginia	Wm. M. Thornton	5	5	146	0	27	28	19	2	40	100	15	.....
		Eclectic.													
97	San Francisco, Cal	California Medical College	D. Maclean	18	0	52	11	2	15	24	3	26	120	30	20,000
98	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery*	G. W. Delbridge	7	1	63	0	5	29	46	2	20	70	25	.....
99	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery	Anson L. Clark	18	4	75	5	3	23	29	2, 3	26	115	30	50,000
100	Indianapolis, Ind	Eclectic College of Physicians and Surgeons	Henry Long	14	2	20	4	5	9	37	3	24	63	25	.....
101	Des Moines, Iowa	Iowa Eclectic Medical College	John Cooper	10	0	16	6	....	5	23	3	24	30	25	.....
102	St. Louis, Mo	American Medical College	Edwin Younkin	12	13	75	7	....	18	22	3	20	95	25	1,500
103	Lincoln, Nebr	Medical Department of Cotner University	W. S. Latta	12	8	30	6	....	2	6	3	26	50	25	130,000
104	New York, N. Y	Eclectic Medical College of the City of New York*	George W. Boskowitz	17	7	56	9	4	13	20	3	26	100	30	33,000
105	Cincinnati, Ohio	American Eclectic Medical College	L. M. Bickmore	9	4	43	7	0	17	34	3	40	70	25	.....
106	.....do	Eclectic Medical Institute	John M. Scudder	12	3	265	23	27	47	16	3	40	75	25	50,000
		Homeopathic.													
107	San Francisco, Cal	Hahnemann Hospital College	C. B. Currier	20	3	32	15	3	8	17	3	26	125	40	0
108	Chicago, Ill	Chicago Homeopathic Medical College	J. S. Mitchell	19	12	164	0	10	44	27	3	26	65	f25	75,000
109	.....do	Hahnemann Medical College and Hospital	H. B Fellows	15	11	121	65	....	73	39	3	26	65	25	175,000
110	.....do	National Homeopathic Medical College	J. A Pintz	24	11	17	12	5	5	17	3	24	65	25	.....
111	Iowa City, Iowa	Homeopathic Medical College, State University of Iowa.	W. H. Dickinson	5	6	53	14	8	23	34	3	26	48	25	.....
112	Baltimore, Md	Southern Homeopathic Medical College	Henry Chandlee	15	14	20	9	1	2	7	3	24	100	30	27,000
113	Boston, Mass	Boston University School of Medicine	I. Tisdale Talbot	18	21	92	64	18	41	26	4	36	100	30	215,000
114	Ann Arbor, Mich	Homeopathic Medical College, University of Michigan.	Henry L. Obetz	5	5	56	18	1	20	27	4	35	25	10	.....
115	Minneapolis, Minn	College of Homeopathic Medicine and Surgery, University of Minnesota.	Alonzo P. Williamson	10	4	16	8	9	4	17	3	32	40	10	.....
116	Kansas City, Mo	Kansas City Homeopathic Medical College	Mark Edgerton	10	5	28	18	10	10	22	3	26	50	25	10,500
117	St. Louis, Mo	Homeopathic Medical College of Missouri	Wm. C. Richardson	12	6	32	13	3	11	24	3	26	60	25	15,000
118	New York, N. Y	New York Homeopathic Medical College	Wm. Tod Helmuth	26	19	127	6	14	30	24	3	24	100	30	285,000
119	.....do	New York Medical College and Hospital for Women	Phœbe J. B. Wait	15	11	0	44	2	6	14	3	26	75	30	.....
120	Cincinnati, Ohio	Pulte Medical College	J. D. Buck	15	3	36	0	....	12	33	3	26	65	25	40,000

* In 1891–92.

a Course of four years to be inaugurated with session of 1893–94.

b Average.

c Course of four years to be inaugurated with session of 1895–96.

d Course of three years in future.

e Course of three years beginning with 1894–95.

f Examination fee.

TABLE 15.—*Statistics of schools of medicine, for the year 1892-93*—Continued.

	Post-office address.	Name.	Dean.	Instructors.		Students.				Percentage of students graduating.	Years of attendance required.	Weeks in annual course.	Tuition fee.	Graduation fee.	Value of grounds and buildings.
				Regular.	Special or assistant.	Men.	Women.	Having degree in letters or science.	Graduating in 1893.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		UNDERGRADUATE—continued.													
		Homeopathic—Continued.													
121	Cleveland, Ohio	Homeopathic Hospital College *a*	John C. Sanders	21	4	86	32	16	28	24	3	24	$65	$25	$75,000
122	Philadelphia, Pa	Hahnemann Medical College and Hospital	A. R. Thomas	10	15	253	0	41	77	30	3	28	100	30	466,802
		Physio-Medical.													
123	Chicago, Ill	Chicago Physio-Medical College	J. E. Roop	12	3	25	3	0	6	21	3	26	75	35	.....
124	Indianapolis, Ind	Physio-Medical College of Indiana	C. T. Bedford	16	3	29	7	0	9	25	3	26	75	25	.....
		GRADUATE.													
125	Chicago, Ill	Chicago Ophthalmic College	H. M. Martin	8	0	125	7	10	....	....	....	....	....	....	.....
126	.....do	Chicago Polyclinic	No report.												
127	.....do	Post-Graduate Medical School of Chicago	W. Franklin Coleman	41	9	106	7	....	....	....	....	....	....	....	.....
128	New Orleans La	New Orleans Polyclinic	J. H. Bemiss	14	0	59	0	....	....	....	....	....	....	....	.....
129	St. Louis, Mo	St. Louis Post-Graduate School of Medicine	P. Gervais Robinson	13	26	17	....	....	....	....	....	....	....	....	.....
130	New York, N. Y	New York Polyclinic	L. Emmett Holt	31	69	320	7	....	....	....	....	....	....	....	.....
131	.....do	New York Post-Graduate Medical School and Hospital.	Clarence C. Rice	40	84	491	36	....	....	....	....	....	....	....	.....
132	Philadelphia, Pa	Philadelphia Polyclinic and College for Graduates in Medicine.*	Arthur W. Watson	46	3	117	....	....	....	....	....	....	....	....	.....
		NAMES OF MEDICAL COLLEGES RECEIVED TOO LATE FOR SUMMARIZING.													
	Chicago, Ill	Hering Medical College (Homeopathic)	H. C. Allen	22	6	51	18	....	10	14	3	26	75	0	.....
	Keokuk, Iowa	Keokuk Medical College	J. A. Scroggs	11	4	119	16	....	23	17	3	....	30	10	.....

Topeka, Kans	Kansas Medical College	J. E. Minney	16	5	27	8	....	10	29	3	26	60	30	.....
St. Louis, Mo	Barnes Medical College	C. H. Hughes, president	19	19	256	0	....	84	33	3	26	40	20	.....
.....do	Marion-Sims College of Medicine	Young H. Bond	19	6	215	0	....	73	34	3	32	60	25	.....
.....do	St. Louis Hygienic College of Physicians and Surgeons.	Susanna W. Dodds	10	8	0	22	....	4	18	3	....	60	25	20,000
Knoxville, Tenn	Tennessee Medical College	J. C. Cawood	12	5	.....	.....	.....	.....	.....	3	26	75	25	.....
Memphis, Tenn	Hannibal Medical College	Tarleton C. Cottrell	11	2	.....	.....	.....	.....	.....	4	26	30	25	.....
Richmond, Va	University College of Medicine	Hunter McGuire, president	....	....	.....	.....	.....	.....	.....	....	....	....	....	.....
Milwaukee, Wis	Wisconsin College of Physicians and Surgeons	A. J. Burgess	21	2	.....	.....	.....	.....	.....	3	30	60	30	.....

* In 1891–92.

a Name since changed to Cleveland University of Medicine and Surgery.

TABLE 16.—*Statistics of schools of dentistry for 1892–93.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.	
				Regular.	Special or assistant.	Number matriculating during the year.	Number graduating at close of year.	Years in course of the school.	Weeks in regular annual course.
	1	2	3	4	5	6	7	8	9
1	San Francisco, Cal	College of Dentistry, University of California	L. L. Dunbar	8	15	114	28	3	35
2	Denver, Colo	Dental Department, University of Denver	George Harting	10	3	14	5	3	28
3	Washington, D. C	Dental Department, National University*	H. H. Barker	30	0	45	4	3	28
4	do	Dental Department of Howard University	Thomas B. Hood	6	5	4	1	3	24
5	do	Dental Department of the Columbian University	A. F. A. King	6	4	44	4	3	28
6	Chicago, Ill	American College of Dental Surgery	Louis Ottofy	14	3	161	28	3	24
7	do	Chicago College of Dental Surgery*	Truman W. Brophy	52	0	270	128	3	26
8	do	Northwestern College of Dental Surgery	B. Grant Jefferis	10	5	11	2	3	24
9	do	University Dental College, department of Northwestern University	Edgar D. Swain	20	6	63	6	3	29
10	Indianapolis, Ind	Indiana Dental College	Junius E. Cravens	8	4	65	3	3	28
11	Iowa City, Iowa	Dental Department of the State University of Iowa	A. O. Hunt	12	8	130	6	3	24
12	Louisville, Ky	Louisville College of Dentistry, Central University of Kentucky	Jas. Lewis Howe	9	5	45	6	3	24
13	Baltimore, Md	Baltimore College of Dental Surgery	R. B. Winder	9	5	130	20	3	22
14	do	Dental Department, University of Maryland	F. J. S. Gorgas	7	2	101	16	3	22
15	Boston, Mass	Boston Dental College	John A. Follett	9	4	127	19	3	40
16	do	Dental Department of Harvard University	Thomas H. Chandler	9	24	53	16	3	40
17	Ann Arbor, Mich	College of Dental Surgery of the University of Michigan	Jonathan Taft	5	3	89	53	3	39
18	Detroit, Mich	Department of Dental Surgery, Detroit College of Medicine	Theo. A. McGraw	10	11	27	0	3	34
19	Minneapolis, Minn	College of Dentistry, University of Minnesota	Wm. X. Sudduth	10	10	61	12	3	32
20	Kansas City, Mo	Kansas City Dental College	C. B. Hewitt	8	4	70	4	3	20
21	St. Louis, Mo	Missouri Dental College	H. H. Mudd	11	5	73	3	2	24
22	New York, N. Y	New York College of Dentistry	Frank Abbott	5	7	286	47	3	20
23	Cincinnati, Ohio	Ohio College of Dental Surgery (Dental Department of the University of Cincinnati).	H. A. Smith	5	6	121	15	3	22
24	Philadelphia, Pa	Department of Dentistry, University of Pennsylvania	James Truman	7	18	153	17	3	30
25	do	Pennsylvania College of Dental Surgery	C. N. Peirce	5	15	208	24	3	22
26	do	Philadelphia Dental College and Hospital of Oral Surgery	James E. Garretson	18	14	238	25	3	27
27	Nashville, Tenn	Dental Department of University of Tennessee	Robert B. Lees	3	3	31	3	3	22
28	do	Dental Department of Vanderbilt University	Wm. H. Morgan	7	4	111	10	3	20
29	do	Meharry Dental Department of Central Tennessee College	G. W. Hubbard	6	1	7	2	3	20

* In 1891–92.

TABLE 17.—*Statistics of schools of pharmacy for 1892–93.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.		
				Regular.	Special or assistant.	Number matriculating during the year	Number graduating at close of year.	Years in course of the school.	Weeks in the regular annual course.	Years of practice with a pharmacist.
	1	2	3	4	5	6	7	8	9	10
1	San Francisco, Cal.	California College of Pharmacy, University of California	Wm. M. Searby	6	4	103	33	2	26	4
2	Denver, Colo.	College of Pharmacy of the University of Denver	J. A. Sewall	4	0	17	4	2	24	4
3	Washington, D. C.	National College of Pharmacy	H. E. Kalusowski	4	2	70	10	3	26	4
4	do	Pharmaceutical Department of Howard University	T. B. Hood	3	3	17	12	2	24	4
5	Chicago, Ill.	Chicago College of Pharmacy	Frederick M. Goodman.	6	3	226	46	2	28	4
6	do	Illinois College of Pharmacy, Northwestern University	Oscar Oldberg	9	0	385	90	2		
7	Lafayette, Ind.	School of Pharmacy of Purdue University	Arthur L. Green	4	4	88	22	2	26	0
8	Des Moines, Iowa	Iowa College of Pharmacy, Drake University	Louis Schmidt	7	2	22	11	2	20	4
9	Iowa City, Iowa	Department of Pharmacy of the State University of Iowa	Emil L. Boerner	4	3	53	4	2	25	4
10	Lawrence, Kans.	School of Pharmacy of the University of Kansas	Lucius E. Sayre	6	6	57	6	2	40	2
11	Louisville, Ky.	Louisville College of Pharmacy	Fred C. Miller	4	6	66	15	2	20	4
12	do	Louisville School of Pharmacy for Women	Willey Rogers	4	2	12	2	3	40	3
13	New Orleans, La.	Pharmaceutical Department of Tulane University	Sanford E. Chaillé	3	2	44	10	2	24	2
14	Baltimore, Md.	Maryland College of Pharmacy	John W. Geiger	3	1	120	43	2	24	4
15	Boston, Mass.	Massachusetts College of Pharmacy	C. C. Williams	6	6	272	23	2	32	4
16	Ann Arbor, Mich.	School of Pharmacy of the University of Michigan	Albert B. Prescott	6	7	82	21	2	36	0
17	Detroit, Mich.	Department of Pharmacy, Detroit College of Medicine	J. E. Clark	5	4	27	6	2	28	**0**
18	Minneapolis, Minn.	Minnesota College of Pharmacy	J. T. Moore	4	0	3	1	2	26	4
19	Kansas City, Mo.	Kansas City College of Pharmacy	Emory Lanphear	6	2	102	18	2	26	2
20	St. Louis, Mo.	St. Louis College of Pharmacy	James M. Good	5	2	182	45	2	26	4
21	Albany, N. Y.	Albany College of Pharmacy (Department of Union University).	Alfred B. Huested	3	4	51	17	2	22	4
22	Buffalo, N. Y.	Department of Pharmacy, University of Buffalo	Willis G. Gregory	5	6	65	22	2	23	4
23	New York, N. Y.	College of Pharmacy of the City of New York	Samuel W. Fairchild	4	5	339	112	2	25	4
24	Cincinnati, Ohio	Cincinnati College of Pharmacy	Charles T. P. Fennel	5	2	67	18	2	26	*a* 4
25	Columbus, Ohio	School of Pharmacy of Ohio State University	George B. Kauffman	9	4	32	5	3	38	

a Under certain circumstances an experience of only two years is required.

TABLE 17.—*Statistics of schools of pharmacy for 1892-93*—Continued.

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.		
				Regular.	Special or assistant.	Number matriculating during the year.	Number graduating at close of year.	Years in course of the school.	Weeks in the regular annual course.	Years of practice with a pharmacist.
	1	2	3	4	5	6	7	8	9	10
26	Scio, Ohio	Department of Pharmacy of Scio College	J. H. Beal	4	1	52	14	a1	42	2
27	Philadelphia, Pa	Philadelphia College of Pharmacy	John M. Maisch	4	4	656	172	2	23	4
28	Pittsburg, Pa	Pittsburg College of Pharmacy	Julius A. Koch	4	3	76	22	2	20	4
29	Nashville, Tenn	Meharry Pharmaceutical Department, Central Tennessee College.	G. W. Hubbard	4	1	21	6	2	20	2
30	do	Vanderbilt University, School of Pharmacy	James M. Safford	4	3	22	3	2	36	4
31	Madison, Wis	School of Pharmacy of the University of Wisconsin	Edward Kremers	14	13	65	14	2	37	4

a For the degree graduate in pharmacy, one year is required; for pharmaceutical chemist, two years are required. The entire time of the student is given to the work.

TABLE 18.—*Statistics of schools of veterinary medicine for 1893–93.*

	Post-office address.	Name of school.	Dean.	Professors and instructors.		Students.		Length of course.	
				Regular.	Special or assistant.	Number matriculating during the year.	Number graduating at close of year.	Years in course of the school.	Weeks in the regular annual course.
	1	2	3	4	5	6	7	8	9
1	Chicago, Ill	Chicago Veterinary College	R. J. Withers	9	5	178	83	2	24
2	Boston, Mass	School of Veterinary Medicine of Harvard University	Charles P. Lyman	13	12	42	5	3	39
3	Detroit, Mich	Veterinary Department of Detroit College of Medicine	H. O. Walker	6	3	17	9	2	24
4	New York, N. Y	American Veterinary College	A. F. Liautard	8	9	149	52	3	22
5	do	New York College of Veterinary Surgeons	Harry D. Gill	11	4	75	21	2	24
6	Columbus, Ohio	School of Veterinary Medicine, Ohio State University	H. J. Detmers	7	6	11	5	3	37
7	Philadelphia, Pa	Department of Veterinary Medicine, University of Pennsylvania	John Marshall	11	10	92	26	3	34

TABLE 19.—*Statistics of nurse-training schools for 1892–93.*

	Post-office address.	Name of school.	Superintendent.	Nurse pupils.			Length of course.		Salary paid pupil.		Honorarium at graduation.
				Male.	Female.	Graduating during year.	Years.	Weeks in year.	Per month, first year.	Per month, second year.	
	1	2	3	4	5	6	7	8	9	10	11
1	San Francisco, Cal.	San Francisco Training School for Nurses	Elsie Wallace	0	51	18	2	50	$8	$12	.....
2	New Haven, Conn.	Connecticut Training School for Nurses	Mrs. Lily W. Quintard	0	80	12	2	50	6	8	.....
3	Washington, D. C.	Nurse Training School of Garfield Hospital	Sophia F. Palmer	0	18	6	2	52	10	14	.....
4	.....do	Washington Training School for Nurses	H. L. E. Johnson, M. D	0	46	18	2	31	0	0	.....
5	Chicago, Ill.	Illinois Training School for Nurses	L. L. Dock	0	140	61	2	33	(a)	(a)	$100
6	Indianapolis, Ind.	Flower Mission Training School for Nurses	Miss Florence Hutcheson	0	23	8	2	52	(a)	(a)	100
7	Boston, Mass	Boston City Hospital Training School for Nurses	Lucy L. Drown	0	144	26	2	52	10	14	.....
8	.....do	Boston Training School for Nurses (Massachusetts General Hospital).	Maria B. Brown	0	72	32	2	52	10	14	.....
9	Roxbury, Mass	Nurse Training School of the New England Hospital for Women and Children.	Miss Augusta E. Andrews	0	20	14	1½	50	6	12	.....
10	Somerville, Mas	McLean Hospital Training School for Nurses	Lucia E. Woodward	32	47	31	2	35	12	15	(b)
11	Worcester, Mass.	Nurse Training School of Worcester City Hospital	Rachel A. Metcalfe	0	39	9	2	50	10	14	.....
12	Detroit, Mich	Farrand Training School for Nurses (Harper Hospital).	Mrs. L. E. Gretter	0	40	10	2	44	(a)	(a)	.....
13	Grand Rapids, Mich.	Union Benevolent Association Home and Hospital Training School.	Emma J. Keating	0	41	15	2	52	7	10	.....
14	Minneapolis, Minn.	Asbury Methodist Hospital Training School	Kate Johnson	0	23	0	2	49	8	8	.....
15	.....do	Nurses' Training School of the Northwestern Hospital.	Ella B. Everitt, M. D	0	27	8	2	52	6	14	.....
16	St. Paul, Minn.	St. Joseph's Hospital Training School for Nurses	Mother Bernardine	0	24	0	2	50	8	10	.....
17	Kansas City, Mo.	The Scarritt Bible and Training School	Emma D. Cushman	0	9	0	2	42	(a)	(a)	.....
18	St. Louis, Mo	St. Louis Training School for Nurses	Emma Louise Warr	0	38	6	2	52	10	12	.....
19	Camden, N. J.	New Jersey Training School for Nurses	Daniel Strock, secretary	1	23	8	2	33	(c)	.....	.....
20	Orange, N. J.	Orange Training School for Nurses (Memorial Hospital).	Anne A. Hintze	0	44	23	2	52	9	12	.....
21	Paterson, N. J.	Paterson General Hospital Training School for Nurses*	Margaret Orr	0	10	4	2	36	7	12	.....
22	Brooklyn, N. Y.	Brooklyn Homeopathic Hospital Training School for Nurses.	Laura A. Betts	0	35	18	2	52	10	15	.....
23	.....do	Brooklyn Hospital Training School for Nurses	M. Isabel Merritt	0	34	10	2	.....	8	10	.....
24	.....do	Brooklyn Maternity and New York State School for Training Nurses.	Miss Sarah Allen	0	11	7	(d)	20	(a)	(a)	.....
25	.....do	Training School for Nurses of the Long Island College Hospital.	No report	.....	.....	.....	.....	.....	.....	.....	.....

26	Buffalo, N. Y.	Buffalo General Hospital Training School for Nurses.	Lucetta J. Gross	0	62	17	2	50	9	12	.....
27	.....do	Training School for Nurses of the Buffalo State Hospital.	A. W. Hurd, first assistant physician.	16	22	15	2	24	.....	.....	.....
28	New York, N. Y.	German Hospital Training School	Olga Lund	0	37	20	2	50	5	5	100
29	.....do	Mount Sinai Training School for Nurses	Miss Anna L. Alston	0	90	23	2	50	7	12	.....
30	.....do	New York City Training School for Nurses, Charity Hospital, Blackwell's Island.	Robert Roberts and Louisa Darche.	22	70	37	2	50	10	15	.....
31	.....do	New York Hospital Training School for Nurses	George P. Ludlam	0	118	24	2	52	(*e*)	.....	.....
32	New York, N. Y. (Station F).	New York Training School for Nurses (Bellevue Hospital).	Agnes S. Brennan	0	69	25	2	52	7	12	.....
33	New York, N. Y.	St. Luke's Hospital Training School for Nurses	Miss Walstein M. Tompkins	0	72	15	2	52	10	14	.....
34	Rochester, N. Y.	Training School for Nurses (Rochester City Hospital).	Helen Lincoln Gamwell	0	38	16	2	49	(*a*)	(*a*)	.....
35	Syracuse, N. Y.	Syracuse Training School for Nurses (House of the Good Shepherd).	Miss Jessie Roberts	0	25	6	2	.....	8	12	.....
36	Utica, N. Y.	Utica State Hospital Training School for Nurses	Dr. G. Alder Blumer	30	35	16	2	52	.....	(*f*)	.....
37	Cincinnati, Ohio	Cincinnati Training School for Nurses	Annie Murray	9	65	23	2	50	7	9	.....
38	Philadelphia, Pa	Hahnemann Hospital Training School for Nurses	Alice Brownlee	0	36	20	.....	.....	.....	.....	.....
39	.....do	Nurse Training School of the Protestant Episcopal Hospital.	Mary S. Littlefield	0	40	19	2	52	8	10	.....
40	.....do	Philadelphia Hospital Training School for Nurses	Marion E. Smith	0	94	49	1, 2	40	9	9	.....
41	.....do	Philadelphia Lying-in Charity and Nurse School	Rosalind M. Edmonds	0	63	33	1	.....	5	5	.....
42	.....do	Presbyterian Hospital Training School for Nurses	Lucy Walker	0	36	20	2, 3	50	6	8	50
43	.....do	Woman's Hospital Training School for Nurses	Anna M. Fullerton, M. D.	0	88	22	2	52	8	10	.....
44	Pittsburg, Pa	Pittsburg Training School for Nurses	Margarite P. Wright	0	30	9	2	50	8	12	.....
45	Providence, R. I	Rhode Island Hospital Training School for Nurses	Emma L. Stowe	4	30	14	2	40	10	15	.....
46	Burlington, Vt.	Mary Fletcher Hospital Training School for Nurses	B. J. Andrews, M. D.	0	30	7	2	.....	10	12	.....
47	Milwaukee, Wis	Wisconsin Training School for Nurses	Lucy A. Bannister	0	35	12	2	50	(*a*)	(*a*)	100

* In 1891–92.

a Uniform, board, and washing.

b Male nurses are paid $23 per month first year; $25 per month second year.

c "This school is conducted on the principle of medical colleges. We charge pupils a fee, residence in hospital not being required. Course in didactic lectures and hospital instruction."

d One year in hospital; two outside.

e $10, $13, $16 per month, according to grade.

f Men, $20 to $24; women, $12 to $14.

TABLE 20.—*Public normal schools, 1892–93.*

	State and post-office.	Name.	Principal or president.	Appropriation from State, county, or city.	
				State.	County.
	1	2	3	4	5
	ALABAMA.				
1	Florence	State Normal College	James K. Powers	$7,500	.....
2	Livingston	Alabama Normal College for Girls.	Miss Julia Tutwiler	2,500	0
3	Montgomery	State Normal School for Colored Students.	W. B. Paterson	7,500	.....
4	Normal	State Normal and Industrial School.	W. H. Councill	4,000	0
5	Troy	State Normal College	Edwin R. Eldridge, LL. D.	3,000	.....
6	Tuskegee	Normal and Industrial Institute.	Booker T. Washington	3,000	$104
	ARKANSAS.				
7	Jonesboro	State Normal College	C. L. Sampson	2,190	0
8	Pine Bluff	Branch Normal College of Arkansas Industrial University.	Joseph C. Corbin	3,600	.....
9	Stuttgart	State Normal School	Robert D. Allen	.....	.....
	CALIFORNIA.				
10	Chico	State Normal School of Chico	Robert F. Pennell	22,000	.....
11	Los Angeles	State Normal School	Ira More	23,500	.....
12	San Francisco	Normal Class of Girls' High School.	Elisha Brooks	.....	.....
	COLORADO.				
13	Greeley	State Normal School	Z. X. Snyder	35,000	.....
	CONNECTICUT.				
14	New Britain	Normal Training School	C. F. Carroll	24,000	.....
15	Willimantic	State Normal Training School	George P. Phenix	20,000	0
	DISTRICT OF COLUMBIA.				
16	Washington	Normal School	Mrs. Ida G. Myers	.....	.....
17	.....do	Normal School of the Seventh and Eighth Divisions.	Miss Lucy E. Moten	.....	.....
	FLORIDA.				
18	De Funiak Springs.	State Normal College	Charles P. Walker	3,600	0
19	Tallahassee	State Normal and Industrial College.	F. De S. Tucker	6,518	0
	ILLINOIS.				
20	Carbondale	Southern Illinois Normal University.	John Hull	28,610	0
21	Normal	State Normal University	John W. Cook	27,494	.....
	INDIANA.				
22	Indianapolis	Indianapolis Normal School	M. E. Nicholson	.....	.....
23	Terre Haute	State Normal School	W. W. Parsons	40,000	.....
	IOWA.				
24	Cedar Falls	State Normal School	Homer H. Seerley	21,000	.....
25	Sioux City	Sioux City Normal Training School.	Miss Mara L. Ferguson	.....	.....
	KANSAS.				
26	Emporia	State Normal School	A. R. Taylor	20,000	0

TABLE 20.—*Public normal schools, 1892-93.*

Appropriation from State, county, or city.			Teaching staff.		Students.							Children in model school.	Colored students.	Length of normal course.		
					In normal course.				Nonprofessional course.							
City.	For support during year.	For building or repairs during year.	For students in normal course.	Wholly for other departments.	Male.	Female.	Total.	Graduates.	Male.	Female.	Total.			Years in course.	Weeks in year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
0	$7,500	0	8	0	60	100	160	15	25	35	60	53	0	3	36	1
0	2,500	0	8	3	....	43	43	9	....	84	84	45	0	2, 4	36	2
.....	7,500	.....	12	11	102	170	272	10	293	335	628	442	900	6	36	3
0	4,000	0	11	7	86	91	177	17	32	44	76	76	253	3	40	4
.....	3,000	$200	9	4	106	107	213	23	93	98	191	84	0	4	37	5
.....	3,104	.....	36	2	320	300	620	20	25	25	50	50	670	4	36	6
$450	2,640	6,000	5	3	76	76	152	5	0	0	0	0	0	3	36	7
.....	3,600	.....	5	.....	147	74	221	5	0	0	0	.....	221	2	40	8
.....	.....	.....	6	.....	40	60	100	....	24	7	31	.....	.....	.....	....	9
.....	22,000	.....	8	2	30	145	175	17	40	63	103	103	.....	3	40	10
.....	23,500	75,000	14	0	40	393	433	88	0	0	0	175	0	3	40	11
.....	.....	0	1	13	0	84	84	84	....	525	525	6	0	1	42	12
.....	35,000	20,000	14	1	68	246	314	23	57	74	131	131	0	4	38	13
5,000	29,000	.....	40	.....	1	443	444	100	....	1,366	1,366	1,366	.....	2	40	14
.....	20,000	75,000	19	.....	3	68	71	18	231	211	442	.....	6	2	40	15
.....	.....	.....	7	.....	1	49	50	50	190	610	800	400	0	1	40	16
.....	.....	.....	7	0	3	22	25	25	0	0	0	0	25	1	40	17
0	3,600	1,400	4	.....	.....	.....	.....	2	.....	.....	.....	.....	0	3	32	18
0	6,618	0	3	6	4	5	9	0	27	39	66	0	75	2	36	19
0	28,610	0	16	0	261	208	469	17	130	92	222	153	23	3, 4	38	20
.....	27,494	.....	18	6	199	447	646	35	291	293	584	398	3	3	39	21
.....	.....	0	7	4	0	38	38	24	0	0	0	.....	3	1½	40	22
.....	40,000	40,000	20	2	500	435	935	....	.....	.....	.....	.....	12	4	40	23
.....	21,000	.....	17	0	214	499	713	120	45	43	88	88	0	2, 3, 4	38	24
.....	.....	0	7	.....	0	9	9	0	80	100	180	180	0	1½	40	25
0	20,000	0	20	4	435	600	1,035	103	140	202	342	146	5	3, 4	40	26

TABLE 20.—*Public normal schools, 1892–93*—Continued.

	State and post-office.	Name.	Principal or president.	Appropriation from State, county, or city.	
				State.	County.
	1	2	3	4	5
	LOUISIANA.				
27	Natchitoches	State Normal School	Thomas D. Boyd	$12,500	0
28	New Orleans	McDonogh High School, No. 2 (Normal Department).	Mrs. M. S. Stamps	.....	.....
	MAINE.				
29	Castine	Eastern State Normal School	Albert F. Richardson	7,000	0
20	Farmington	State Normal School	George C. Purington	7,350	.....
31	Gorham	Western Normal School	Wm. J. Corthell	8,000	0
32	Portland	Normal Training School	Sarah M. Taylor	0	0
33	Springfield	Normal School	Frank K. Lane	750	.....
	MARYLAND.				
34	Baltimore	State Normal School	E. B. Prettyman	10,500	0
	MASSACHUSETTS.				
35	Boston	Normal School	Larkin Dunton	.....	.....
36	.....do	Normal Art School	George H. Bartlett	18,000	.....
37	Bridgewater	State Normal School	Albert G. Boyden	27,114	.....
38	Fall River	Teachers' Training School	Elizabeth Hammett	.....	.....
39	Framingham	State Normal School	Miss Ellen Hyde	21,692	.....
40	Haverhill	Training School	Cora A. Newton	.....	.....
41	Lawrence	.....do	Leila M. Lamprey	.....	.....
42	Salem	State Normal School	Daniel B. Hagar, A. M., Ph. D.	15,600	.....
43	Springfield	Normal Training School	Miss E. M. Reed	0	0
44	Westfield	State Normal School	James C. Greenough	15,000	.....
45	Worcester	.....do	E. H. Russell	17,200	0
	MICHIGAN.				
46	Detroit	Normal Training School	Harriet M. Scott	.....	.....
47	Ypsilanti	State Normal School	John M. B. Sill, M. A	50,250	0
	MINNESOTA.				
48	Mankato	State Normal School	Edward Searing	22,000	.....
49	St. Cloud	.....do	Joseph Carhart	20,000	0
50	St. Paul	The Teachers' Training School	Miss Estelle M. Darrah	.....	.....
51	Winona	State Normal School	Irwin Shepard	22,000	.....
	MISSISSIPPI.				
52	Holly Springs	State Normal School	E. D. Miller	2,500	0
	MISSOURI.				
53	Kirksville	State Normal School (First District).	William D. Dobson	12,500	.....
54	Warrensburg	State Normal School (Second District).	George L. Osborne	13,750	.....
	NEW HAMPSHIRE.				
55	Manchester	Training School for Teachers	Caroline E. Wing	.....	.....
56	Plymouth	State Normal School	Charles A. Rounds	10,000	0
	NEW JERSEY.				
57	Newark	Public Normal and Training School.	K. S. Blake, Ph. D	0	0
58	Paterson	Normal Training School	Wm. J. Slattery	.....	.....
59	Trenton	State Normal and Model School.	J. M. Green, Ph. D	28,000	.....

TABLE 20.—*Public normal schools, 1892–93*—Continued.

Appropriation from State, county, or city.			Teaching staff.		Students.							Children in model school.	Colored students.	Length of normal course.		
					In normal course.				Nonprofessional course.							
City.	For support during year.	For building or repairs during year.	For students in normal course.	Wholly for other departments.	Male.	Female.	Total.	Graduates.	Male.	Female.	Total.			Years in course.	Weeks in year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
0	$12,500	$1,250	10	2	38	142	180	15	59	54	113	113	0	4	34	27
.....	.....	.....	6	7	0	23	23	21	0	299	299	0	0	1	36	28
0	7,000	0	7	.....	89	200	289	15	10	15	25	25	0	2	38	29
.....	7,350	.....	9	.....	50	201	251	49	0	0	0	0	0	2, 3	38	30
0	8,000	0	10	.....	8	94	102	52	72	78	150	150	0	2	40	31
$5,500	5,500	2,000	11	0	0	10	10	9	264	213	477	477	4	1	40	32
.....	750	0	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	22	33
0	10,500	2,224	11	.....	17	232	249	55	2	111	113	5	0	3	38	34
.....	.....	.....	13	18	0	190	190	77	652	156	808	808	57	2	40	35
.....	18,000	.....	2	8	....	24	24	6	44	192	236	.....	.....	2	38	36
.....	27,114	0	17	.....	58	214	272	95	98	102	200	200	8	2, 4	38	37
.....	.....	0	2	0	0	18	18	12	163	147	310	310	0	1½	40	38
.....	21,692	.....	16	0	....	116	116	23	....	.....	.....	90	0	2	40	39
.....	.....	.....	2	0	0	12	12	7	0	0	0	0	0	1½	41	40
.....	.....	.....	2	18	0	18	18	12	150	150	300	300	0	1½	40	41
.....	15,600	200,000	13	.....	0	201	201	53	....	.....	.....	.....	2	2, 4	40	42
7,125	7,125	0	10	.....	0	20	20	12	156	162	318	318	5	1, 2	40	43
.....	15,000	.....	8	3	6	149	155	27	....	.....	.....	85	0	2, 4	39	44
0	17,200	0	9	2	0	187	187	38	14	14	28	28	1	2½	40	45
6,397	6,397	0	7	1	....	88	88	36	....	.....	.....	0	0	2	40	46
0	50,250	20,000	37	0	286	651	937	168	148	170	318	318	10	3, 4	40	47
.....	22,000	50,000	16	.....	93	268	361	91	1	4	5	283	.....	3, 4	36	48
0	20,000	16,000	12	0	35	199	234	48	57	75	132	135	0	1, 3, 4	38	49
9,300	9,300	.....	4	5	....	38	38	9	162	142	304	304	11	1½	38	50
3,000	25,000	.....	11	5	45	276	321	89	91	100	191	191	0	3, 4	38	51
0	2,500	0	3	1	83	99	182	12	....	.....	.....	.....	182	2	36	52
.....	12,500	.....	12	0	273	333	606	19	42	70	112	112	0	4	40	53
.....	13,750	0	17	1	379	511	890	116	58	97	155	155	0	2, 4	40	54
.....	.....	1,000	2	.....	0	12	12	6	0	0	0	0	0	2	37	55
2,000	12,000	.....	6	6	0	86	86	21	....	.....	.....	236	0	2	38	56
.....	0	0	3	6	0	87	87	45	0	300	300	300	12	2	40	57
.....	750	.....	2	0	0	50	50	31	0	0	0	0	0	2	42	58
.....	28,000	12,000	14	25	42	437	479	84	324	297	621	621	6	3	38	59

TABLE 20.—*Public normal schools, 1892-93*—Continued.

	State and post-office.	Name.	Principal or president.	Appropriation from State, county, or city.	
				State.	County.
	1	2	3	4	5
	NEW YORK.				
60	Albany	State Normal College	Wm. J. Milne, Ph. D., LL. D.	$26,000	.....
61	.....do	Teachers' Training Class	Jennie A. Utter	390	0
62	Brooklyn	Training School for Teachers	John Gallagher	.....	.....
63	Cortland	Normal and Training School	Francis J. Cheney	22,003	.....
64	Geneseo	State Normal School	John M. Milne	21,000	.....
65	Fredonia	State Normal and Training School.	Francis B. Palmer	19,800	0
66	New Paltz	.....do	Frank S. Capen, A. M., Ph. D.	18,000	.....
67	New York	The Normal College of the City of New York.	Thomas Hunter, LL. D	.....	.....
68	Oneonta	State Normal and Training School.	James M. Milne	22,652	.....
69	Oswego	Normal and Training School	Edward A. Sheldon	21,000	0
70	Plattsburg	State Normal School	Edward N. Jones	18,000	0
71	Potsdam	State Normal and Training School.	T. B. Stowell, A. M., Ph. D.	21,000	0
72	Rochester	State Training Class of Rochester Free Academy.	John G. Allen	700	0
73	Syracuse	Training School	Mary L. Dwyer	700	0
74	.....do	Teachers' Training Class of High School.	W. K. Wickes	700	.....
	NORTH CAROLINA.				
75	Goldsboro	State Normal School	R. S. Rives	1,500	.....
76	Plymouth	.....do	H. H. Crosby, Ph. D	1,400	.....
77	Salisbury	.....do	F. M. Martin	1,400	.....
	NORTH DAKOTA.				
78	Mayville	State Normal School	James McNaughton	4,000	.....
79	Valley City	.....do	George A. McFarland	4,000	.....
	OHIO.				
80	Cincinnati	Normal School	Mrs. Carrie N. Lathrop	.....	.....
81	Cleveland	Normal Training School	Lemira W. Hughes	.....	.....
82	Wauseon	Northwestern Normal and Collegiate Institute.	W. W. Weaver	.....	.....
	OKLAHOMA.				
83	Edmond	Territorial Normal School	George W. Winans	6,000	.....
	OREGON.				
84	Drain	State Normal School	W. T. Van Scoy	300	$700
85	Monmouth	.....do	P. L. Campbell	23,000	.....
86	Weston	Eastern Oregon State Normal School.	M. G. Royal	24,000	0
	PENNSYLVANIA.				
87	Bloomsburg	State Normal School (Sixth District).	J. P. Welsh	10,000	0
88	California	Southwestern State Normal School.	Theodore B. Noss, Ph. D.	11,052	.....
89	Clarion	State Normal School	A. J. Davis	15,225	0
90	Edinboro	State Normal School (Twelfth District).	Martin G. Benedict, A. M., Ph. D.	10,000	.....
91	Erie	Training Class	H. C. Missimer	0	0
92	Indiana	Indiana Normal School of Pennsylvania.	D. J. Waller, jr	0	0
93	Kutztown	Keystone State Normal School	Nathan C. Schaeffer	0	0
94	Lock Haven	Central State Normal School	James Eldon	7,500	.....
95	Mansfield	State Normal School (Fifth District).	Dr. S. H. Albro	7,500	0

TABLE 20.—*Public normal schools, 1892–93*—Continued.

Appropriation from State, county, or city.			Teaching staff.		Students.							Children in model school.	Colored students.	Length of normal course.		
					In normal course.				Nonprofessional course.							
City.	For support during the year.	For building or repairs during year.	For students in normal course.	Wholly for other departments.	Male.	Female.	Total.	Graduates.	Male.	Female.	Total.			Years in course.	Weeks in year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	$26,000	.....	17	0	.....	.....	220	109	.....	.....	343	343	0	2, 3	40	60
$200	$590	0	1	.....	0	12	12	12	0	0	0	0	0	1	40	61
19,500	19,500	$8,000	16	3	0	90	90	85	178	193	371	.....	3	1	40	62
.....	22,003	78,924	16	.....	109	276	385	29	207	275	482	440	1	3, 4	40	63
.....	21,000	.....	17	.....	134	425	559	75	30	45	75	0	1	3, 4	40	64
0	19,800	0	14	3	.....	.....	229	23	.....	.....	395	315	4	3, 4	40	65
.....	18,000	5,467	13	.....	.....	.....	209	29	.....	.....	301	272	7	2, 3, 4	40	66
125,000	125,000	0	32	40	0	1190	1,190	213	0	661	661	0	.....	4	40	67
.....	22,652	0	14	.....	105	277	382	46	86	114	200	.....	2	3, 4	40	68
0	21,000	0	11	4	39	289	328	38	.....	.....	.....	0	0	3	40	69
0	18,000	0	13	0	30	115	145	....	61	91	152	152	0	3, 4	40	70
0	21,000	0	16	4	.....	.....	409	58	.....	.....	521	316	1	3, 4	40	71
.....	700	0	2	0	0	27	27	19	0	0	0	0	0	1	36	72
.....	700	0	2	0	0	30	30	16	0	0	0	0	0	1	40	73
.....	700	.....	4	20	....	49	49	....	400	450	850	.....	.....	1	40	74
.....	1,500	150	3	3	54	74	128	1	.....	.....	.....	.....	128	3	36	75
.....	1,400	.....	3	.....	27	64	91	4	9	40	49	.....	140	3	40	76
.....	1,400	.....	4	.....	38	80	118	5	.....	.....	.....	.....	118	4	32	77
15,000	19,000	20,000	6	2	68	61	129	0	.....	.....	.....	168	.....	3, 4	36	78
.....	4,000	20,000	9	.....	20	44	64	0	35	44	79	0	0	3, 4	36	79
.....	.....	0	5	0	0	90	90	53	160	156	316	316	28	1½	40	80
.....	.....	.....	7	4	0	101	101	0	0	.....	.....	0	1	1½	38	81
1,500	1,500	.....	8	2	151	176	327	11	45	62	107	0	0	2	40	82
.....	6,000	17,000	5	.....	40	62	102	0	.....	.....	.....	0	0	3, 4	40	83
.....	1,000	10,000	4	6	20	30	50	11	10	15	25	.....	.....	3	40	84
.....	23,000	.....	10	2	76	112	188	47	112	88	200	225	.....	2, 3	40	85
0	24,000	100	6	0	10	15	25	1	20	16	36	.....	0	2	40	86
0	10,000	0	21	.....	114	192	306	113	56	103	159	78	0	2	42	87
2,000	13,052	15,000	13	3	90	145	235	26	172	207	379	230	2	3	42	88
0	15,225	0	10	7	209	292	501	56	34	30	64	50	1	3	42	89
.....	10,000	.....	9	2	70	74	144	....	88	85	173	173	.....	2	42	90
0	0	0	10	.....	0	18	18	18	0	0	0	0	0	1	30	91
0	0	7,500	16	1	124	283	407	51	42	57	99	91	1	2, 4	42	92
0	0	15,625	21	0	426	200	626	93	71	75	146	146	0	2	42	93
.....	7,500	.....	13	5	216	253	469	78	71	67	138	93	0	3	42	94
0	7,500	0	11	2	145	183	328	86	2	0	2	134	1	3	42	95

TABLE 20.—*Public normal schools, 1892-93*—Continued.

	State and post-office.	Name.	Principal or president.	Appropriation from State, county, or city.	
				State.	County.
	1	2	3	4	5
	PENNSYLVANIA—continued.				
96	Millersville	First Pennsylvania State Normal School.	E. O. Lyte, A. M., Ph. D.	$7,500	.....
97	Shippensburg	Cumberland Valley State Normal School.	G. M. D. Eckels	7,500	.....
98	Slippery Rock	State Normal School (Eleventh District).	Albert E. Maltby, Ph. D.	11,500	.....
99	West Chester	State Normal School	George M. Philips	.....	.....
	RHODE ISLAND.				
100	Providence	State Normal School	Wm. E. Wilson	14,000	.....
	SOUTH CAROLINA.				
101	Columbia	Winthrop Normal School	D. B. Johnson, president	5,250	.....
	SOUTH DAKOTA.				
102	Madison	State Normal School	W. H. H. Beadle	10,400	0
103	Spearfish	....do	Fayette L. Cook	10,700	.....
	TENNESSEE.				
104	Nashville	Peabody Normal College	W. R. Payne, LL. D.	15,000	.....
	VERMONT.				
105	Castleton	State Normal School	Abel E. Leavenworth, A. M.	5,000	.....
106	Johnson	....do	A. H. Campbell, Ph. D.	4.500	.....
107	Randolph	....do	Edward Conant	3,516	$84
	VIRGINIA.				
108	Farmville	State Female Normal School	John A. Cunningham	12,000	.....
109	Petersburg	Normal and Collegiate Institute.	J. H. Johnston, Ph. D.	15,000	.....
	WASHINGTON.				
110	Cheney	State Normal School	W. J. Sutton	33,880	.....
111	Ellensburg	State Normal Training School	B. F. Barge	10,000	0
	WEST VIRGINIA.				
112	Fairmont	State Normal School	J. W. Barnes	3,000	.....
113	Glenville	....do	M. D. Helmick	3,000	.....
114	Huntington	Marshall College, State Normal School	Thomas E. Hodges	3,000	.....
115	Shepherdstown	Shepherd College, State Normal School	A. C. Kimler	3,000	.....
116	West Liberty	State Normal School	J. N. Deahl	3,000	.....
	WISCONSIN.				
117	Milwaukee	State Normal School	L. D. Harvey	22,518	.....
118	Oshkosh	....do	George S. Albee	28,000	.....
119	Platteville	....do	D. McGregor	25,739	.....
120	River Falls	....do	J. Q. Emery, president	22,000	0
121	Whitewater	....do	Albert Salisbury, Ph. D.	25,160	.....

TABLE 20.—*Public normal schools, 1892–93*—Continued.

Appropriation from State, county, or city.			Teaching staff.		Students.							Children in model school.	Colored students.	Length of normal course.		
					In normal course.				Nonprofessional course.							
City.	For support during year.	For building or repairs during year.	For students in normal course.	Wholly for other departments.	Male.	Female.	Total.	Graduates.	Male.	Female.	Total.			Years in course.	Weeks in year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	$7,500	$25,000	33	.....	328	465	783	84	140	126	266	203	.....	3	42	96
.....	7,500	.....	14	.....	170	160	330	75	.....	.....	.....	.....	.....	2	42	97
.....	11,500	40,000	8	5	191	322	513	52	79	69	148	135	2	2	42	98
.....	.....	.....	34	.....	90	300	390	61	203	207	410	103	.....	3	42	99
.....	14,000	.....	8	.....	0	191	191	26	0	0	0	.....	0	4	40	100
.....	5,250	2,000	6	.....	0	66	66	8	0	0	0	0	0	2	36	101
0	10,400	0	8	0	50	118	168	18	9	11	20	70	0	3	40	102
.....	10,700	.....	10	5	68	83	151	15	15	5	20	0	1	4	38	103
.....	15,000	.....	21	.....	200	360	560	156	.....	.....	.....	.....	0	4	34	104
.....	5,000	.....	5	0	40	100	140	30	.....	.....	.....	.....	0	2, 4	40	105
$3,000	7,500	.....	9	.....	20	142	162	35	.....	.....	.....	.....	0	2, 4	40	106
.....	3,600	1,000	6	.....	23	121	144	37	0	0	0	0	0	4	40	107
.....	12,000	.....	4	5	.....	35	35	25	.....	190	190	0	0	1	40	108
.....	15,000	.....	12	.....	105	139	244	32	48	31	79	47	.....	3	34	109
.....	33,880	.....	6	.....	25	60	85	14	20	40	60	60	.....	3	20	110
0	10,000	0	7	0	37	102	139	23	0	0	0	80	0	4	40	111
.....	3,000	17,000	8	3	151	124	275	21	0	7	7	0	0	3	40	112
.....	3,000	10,000	4	2	60	50	110	17	10	12	22	0	0	3	40	113
.....	3,000	.....	4	.....	60	76	136	10	.....	.....	.....	0	0	3, 4	40	114
.....	3,000	.....	3	1	41	45	86	11	0	0	0	0	0	3	40	115
.....	3,000	300	4	1	62	68	130	11	6	2	8	0	0	3	40	116
.....	22,518	.....	13	1	21	101	122	35	0	0	0	0	0	2	40	117
.....	28,000	500	20	4	149	265	414	34	158	179	337	220	0	2, 4	40	118
.....	25,739	2,186	14	.....	86	179	265	29	64	75	139	139	0	4	40	119
0	22,000	0	15	.....	60	183	243	30	1	8	9	1	0	4	40	120
.....	25,160	.....	14	3	83	211	294	36	50	65	115	113	0	2, 4	40	121

TABLE 21.—*Private normal schools, 1892–93.*

	State and post-office.	Name.	Principal or president.	Appropriation from State, county, or city.	
				State.	County.
	1	2	3	4	5
	ALABAMA.				
1	Huntsville	Central Alabama Academy	A. W. McKinney	.....	.....
2	Mobile	Emerson Normal Institute	Jehiel K. Davis	0	0
	ARKANSAS.				
3	Southland	Southland College and Normal Institute.	Wm. Russell	0	0
	CALIFORNIA.				
4	Oakland	Gilson's Normal and Special Training School.	J. C. Gilson	.....	.....
5	Stockton	Stockton Normal Institute	Wm. C. Ramsey	0	0
	FLORIDA.				
6	Jasper	Jasper Normal Institute	J. M. Guilliams	0	0
7	White Springs	Florida Normal School and Business College.	J. L. Skipworth	$280	0
	ILLINOIS.				
8	Dixon	Northern Illinois Normal School	J. B. Dille	0	0
9	Geneseo	The Northwestern Normal School.	W. J. Cook	0	0
10	Macomb	Normal and Commercial College	I. F. Meyer	0	0
11	Oregon	Wells School for Teachers	E. L. Wells	0	0
	INDIANA.				
12	Covington	Indiana Normal College	Wm. A. Furr	0	0
13	Danville	Central Normal College and Commercial Institute.	J. A. Joseph	0	0
	IOWA.				
14	Des Moines	Highland Park Normal College	Miss Elizabeth K. Mathews.	.....	.....
15	Dexter	Dexter Normal College	H. W. Barr	0	0
16	Shenandoah	Western Normal College	J. M. Hussey	.....	.....
	KANSAS.				
17	Fort Scott	Kansas Normal College	D. E. Saunders	0	0
	LOUISIANA.				
18	New Orleans	Southern Academic Institute	Kate C. Seaman	0	0
	MICHIGAN.				
19	Owosso	Oakside School	Mrs. L. E. Gould	0	0
	MISSISSIPPI.				
20	Jackson	Jackson College	Charles Ayer	0	0
21	Walthall	Walthall Normal College	L. J. Campbell	.....	.....
	MISSOURI.				
22	Pleasant Hope	Normal Academy	Prof. D. F. Royer	0	0
23	Stanberry	The Stanberry Normal School	John E. Fesler	0	0
	NEBRASKA.				
24	Fremont	Normal School	W. H. Clemmons	.....	.....
	NORTH CAROLINA.				
25	Raleigh	St. Augustine School	Rev. A. B. Hunter	0	0

TABLE 21.—*Private normal schools, 1892–93.*

Appropriation from State, county, or city.			Teaching staff.		Students.							Children in model school.	Colored students.	Length of normal course.		
					Normal course.				Nonprofessional course.							
City.	For support during year.	For building or repairs during year.	For students in normal course.	Wholly for other departments.	Male.	Female.	Total.	Graduates.	Male.	Female.	Total.			Years in course.	Weeks in year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	.....	.....	5	.....	68	89	157	3	.....	.....	.....	....	157	3	36	1
0	0	0	5	5	14	36	50	0	66	127	193	34	243	4	32	2
0	0	0	7	5	7	2	9	4	93	121	214	107	223	4	36	3
.....	.....	.....	2	0	2	56	58	22	10	1	11	0	0	1	44	4
0	0	0	3	9	400	200	600	100	100	100	200	....	.....	2	52	5
0	0	$3,000	7	0	50	45	95	9	61	42	103	40	0	2	40	6
0	$280	0	7	0	125	50	175	10	100	60	160	0	0	3	48	7
0	0	35,000	9	11	512	306	818	87	641	476	1,117	0	4	3	50	8
0	0	0	9	.....	68	56	124	....	20	14	34	....	1	2	40	9
0	0	0	3	6	80	70	150	7	20	24	44	0	0	3	40	10
0	0	0	0	2	43	70	113	0	10	20	30	0	0	.....	52	11
0	0	.....	6	0	12	8	20	15	0	0	0	0	0	3	46	12
0	0	0	19	.....	800	400	1,200	....	0	0	0	0	0	4	48	13
.....	.....	.....	2	.....	0	75	75	14	18	20	38	38	1	1	44	14
0	0	0	7	5	73	80	153	0	130	135	265	0	0	3	44	15
.....	.....	.....	....	.....	....	.....	400	....	.....	.....	400	....	.....	2	48	16
0	0	0	4	8	28	12	40	20	280	120	400	0	0	4	40	17
0	0	0	2	7	11	1	12	1	30	45	75	....	0	1	40	18
0	0	0	3	3	3	17	20	0	25	13	38	0	0	.....	39	19
0	0	0	6	0	25	26	51	8	53	53	106	0	157	5	32	20
.....	.....	0	3	0	....	.....	.....	....	.....	.....	.....	....	0	4	40	21
.....	.....	.....	4	.....	10	9	19	....	15	16	31	....	0	.....	34	22
0	0	0	20	5	150	140	290	39	46	52	98	5	0	2	48	23
.....	.....	.....	1	.....	6	4	10	....	.....	.....	.....	....	0	3	50	24
0	0	.....	10	.....	44	38	82	2	34	56	90	....	172	3	32	25

TABLE 21.—*Private normal schools, 1892-93*—Continued.

	State and post-office.	Name.	Principal or president.	Appropriation from State, county, or city.	
				State.	County.
	1	2	3	4	5
	OHIO.				
26	Ada	Ohio Normal University	H. S. Lehr	0	0
	PENNSYLVANIA.				
27	Muncy	Lycoming County Normal School.	F. W. Robbins	0	0
	SOUTH CAROLINA.				
28	Aiken	Schofield Normal and Industrial School.	Elizabeth F. Culey	$150	0
29	Charleston	Avery Normal Institute	Morrison A. Holmes	0	0
30	Greenwood	Brewer Normal School	Rev. Jas. M. Robinson	0	0
	TENNESSEE.				
31	Knoxville	Knoxville College	Agnes H. Wait	0	0
32	Memphis	Le Moyne Normal Institute	Andrew J. Steele	0	0
33	Morristown	Normal Academy	Rev. Judson S. Hill	.....	.....
	UTAH.				
34	Provo City	Brigham Young Academy	Benjamin Cluff	.....	.....
	VIRGINIA.				
35	Hampton	The Hampton Normal and Agricultural Institute.	Hollis B. Frizzell, D. D.	0	0
36	Richmond	Hartshorn Memorial College	Lyman B. Tefft	0	0
	WEST VIRGINIA.				
37	Buckhannon	West Virginia Normal and Classical Academy.	W. O. Mills	.....	.....
38	Harpers Ferry	Storer College	N. C. Brackett	0	0
	WISCONSIN.				
39	Milwaukee	National German-American Teachers' Seminary.	Emil Dapprich	0	0

TABLE 21.—*Private normal schools, 1892–93*—Continued.

Appropriation from State, county, or city.			Teaching staff.		Students.							Children in model school.	Colored students.	Length of normal course.		
					Normal course.				Nonprofessional course.							
City.	For support during year.	For building or repairs during year.	For students in normal course.	Wholly for other departments.	Male.	Female.	Total.	Graduates.	Male.	Female.	Total.			Years in course.	Weeks in year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
0	0	0	18	15	681	428	1,109	103	1,321	404	1,725	11	0	2	49	26
0	0	0	9	.....	107	152	259	12	13	8	21	0	0	2½	20	27
0	$150	0	2	4	15	30	45	1	125	140	265	....	265	4	32	28
0	0	0	4	4	6	22	28	11	127	257	384	0	384	2	36	29
0	0	0	2	5	11	4	15	0	109	113	222	....	235	2	34	30
0	0	$13,000	6	10	44	42	86	7	71	87	158	122	244	4	36	31
0	0	0	6	10	52	69	121	15	184	256	440	70	561	4	36	32
.....	.....	.....	7	6	27	32	59	....	52	74	126	114	185	3	37	33
.....	.....	.....	11	3	322	254	576	....	79	9	88	....	.....	2	38	34
0	0	0	24	56	151	145	296	27	279	114	393	0	688	3	38	35
0	0	0	7	0	0	90	90	19	1	29	30	0	119	4	32	36
.....	.....	.....	4	3	52	37	89	....	48	48	96	96	.....	2,3	38	37
0	0	.....	8	2	78	80	158	12	.....	.....	.....	0	158	3	35	38
0	0	0	16	.....	12	22	34	4	153	121	274	274	0	3	42	39

TABLE 22.—*Normal students in universities and colleges, 1892–93.*

Name of institution.	Male students.	Female students.	Male and female.	White.	Colored.	Total.
1	2	3	4	5	6	7
ALABAMA.						
La Fayette College			29	29		29
Selma University			150		150	150
Central Female College		14		14		14
ARKANSAS.						
Ouachita Baptist College			40	40		40
Hendrix College			10	10		10
CALIFORNIA.						
Pierce Christian College			15	15		15
San Joaquin Valley College			13	13		13
College Notre Dame		24		24		24
COLORADO.						
College of the Southwest			4	4		4
DISTRICT OF COLUMBIA.						
National Deaf-Mute College			6	6		6
FLORIDA.						
John B. Stetson University			6	6		6
GEORGIA.						
Atlanta University			88		88	88
Buford College			2	2		2
Clark University			45		45	45
Georgia Female Seminary		40		40		40
La Grange Female College		32		32		32
Southern Female College		12		12		12
Georgia Normal and Industrial College		122		122		122
ILLINOIS.						
Hedding College			25	25		25
Blackburn University			16	16		16
Proseminar der Evangel Synode von N. A.	40			40		40
Northern Illinois College			35	35		35
Lake Forest University			15	15		15
Northwestern College			12	12		12
Augustana College			12	12		12
St. Mary's School		90		90		90
INDIANA.						
Union Christian College			26	26		26
Moore's Hill College			67	67		67
Ridgeville College			10	10		10
Taylor University			12	12		12
IOWA.						
German-English College			22	22		22
Amity College			30	30		30
Drake University			358	358		358
Upper Iowa University			1	1		1
Lenox College			3	3		3
Simpson College			24	24		24
Iowa Wesleyan University			4	4		4
University of the Northwest			45	45		45
Western College			68	68		68
Wartburg College	10			10		10
KANSAS.						
Baker University			32	32		32
Central College			29	29		29
Lane University			7	7		7
Kansas Wesleyan University			50	50		50
Wichita University			10	10		10
Oswego College for Women		1		1		1

TABLE 22.—*Normal students in universities and colleges, 1892–93*—Continued.

Name of institution.	Male students.	Female students.	Male and female.	White.	Colored.	Total.
1	2	3	4	5	6	7
KENTUCKY.						
Berea College			4		4	4
South Kentucky College			19	19		10
Garrard College			10	10		10
Central University of Kentucky			45	45		45
Potter College		227		227		227
Caldwell College		6		6		6
Daughters College		8		8		8
Williamsburg Female College		22		22		22
Winchester Female College		4		4		4
LOUISIANA.						
College of the Immaculate Conception	124			124		124
New Orleans University			38		38	38
Straight University			47		47	47
MAINE.						
Maine Wesleyan Seminary		8		8		8
MARYLAND.						
Morgan College			6		6	6
Mount St. Mary's College	146			146		146
MASSACHUSETTS.						
Clark University	3			3		3
Wellesley College		21		21		21
MICHIGAN.						
Adrian College			1	1		1
Alma College			7	7		7
Benzonia College			10	10		10
Western Michigan College			73	73		73
Olivet College			9	9		9
MINNESOTA.						
University of Minnesota			22	22		22
Dr. Martin Luther College	9			9		9
Parker College			6	6		6
MISSISSIPPI.						
Cooper-Huddleston College			13	13		13
Tougaloo University	19	14			33	33
Miss. Industrial Institute and College		80		80		80
East Mississippi Female College		8		8		8
Edward McGehee College		2		2		2
MISSOURI.						
Northwest Missouri College			20	20		20
Pike College			16	16		16
Missouri Wesleyan College			26	26		26
University of the State of Missouri			84	84		84
Grand River College			12	12		12
St. Charles College			10	10		10
Tarkio College			27	27		27
Avalon College			45	45		45
Central Wesleyan College			8	8		8
NEBRASKA.						
University of Omaha			12	12		12
Doane College			11	11		11
Fairfield College			34	34		34
York United Brethren College			15	15		15
NEVADA.						
State University of Nevada			40	40		40

TABLE 22.—*Normal students in universities and colleges, 1892-93*—Continued.

Name of institution.	Male students.	Female students.	Male and female.	White.	Colored.	Total.
1	2	3	4	5	6	7
NEW MEXICO.						
University of New Mexico			63	63		63
NEW YORK.						
Alfred University			15	15		15
University of the City of New York			134	134		134
Syracuse University			50	50		50
NORTH CAROLINA.						
Rutherford College			25	25		25
Davenport Female College		15		15		15
Louisburg Female College		13		13		13
NORTH DAKOTA.						
University of North Dakota			28	28		28
OHIO.						
Buchtel College			21	21		21
Ohio University			74	74		74
Defiance College			50	50		50
Hillsboro College			37	37		37
Hiram College			75	75		75
Marietta College	12			12		12
Muskingum College			10	10		10
Heidelberg University			3	3		3
Wilberforce University			43		43	43
Glendale Female College		8		8		8
OREGON.						
Pacific College			6	6		6
Philomath College			10	10		10
Willamette University			22	22		22
PENNSYLVANIA.						
Muhlenberg College	24			24		24
Lebanon Valley College			9	9		9
St. Vincent College	144			144		144
Monongahela College			50	50		50
Central Pennsylvania College			9	9		9
Central High School	9			9		9
Duquesne College			44	44		44
Volant College			30	30		30
SOUTH CAROLINA.						
Allen University			49		49	49
Claflin University			45		45	45
Williamston Female College		6		6		6
SOUTH DAKOTA.						
Pierre University			5	5		5
Black Hills College			17	17		17
Dakota University			70	70		70
Redfield College			56	56		56
TENNESSEE.						
U. S. Grant University			62	62		62
Southern Normal University			50	50		50
Knoxville College			18		18	18
University of Tennessee	29			29		29
Bethel College			20	20		20
Milligan College			20	20		20
Carson and Newman College			30	30		30
Fisk University			101		101	101
Roger Williams University			55		55	55
University of the South	6			6		6

TABLE 22.—*Normal students in universities and colleges, 1892-93*—Continued.

Name of institution.	Male students.	Female students.	Male and female.	White.	Colored.	Total.
1	2	3	4	5	6	7
Burrit College			47	47		47
Sweetwater College	5			5		5
Brownsville Female College		24		24		24
Martin College		8		8		8
Rogersville Synodical College		8		8		8
TEXAS.						
Evangelical Lutheran College			23	23		23
Howard Payne College			20	20		20
Fort Worth University			14	14		14
Austin College	5			5		5
Paul Quinn College			5		5	5
Carlton College		7		7		7
UTAH.						
University of Utah			203	203		203
VIRGINIA.						
Polytechnic Institute			4	4		4
WASHINGTON.						
Colfax College			5	5		5
University of Washington			14	14		14
Whitman College			14	14		14
WEST VIRGINIA.						
Barboursville College			60	60		60
WISCONSIN.						
Northwestern University			13	13		13
Downer College		4		4		4

COMMERCIAL AND BUSINESS COLLEGES.

Returns have been received from 296 institutions, and the statistics of 39 institutions have been taken from the Bureau's report of 1891-92, making a total of 335 colleges. The total number of instructors appearing in the statistical table is 2,010 and number of students 99,654. The total number of graduates is 13,565.

The students in the day schools in all the geographical divisions are largely in excess of the students in the evening schools. The total number of students reported in the day schools is 81,048 and in the evening schools 18,606. It will be seen by these figures that the day schools contain more than four times the number of students that the evening schools report.

The total number of students in the commercial course reported by all the geographical divisions is, male, 28,935; female, 9,598. The total number of students in the amanuensis course is, male, 8,279; female, 11,296. In the English course, male, 12,779; female, 5,304. In telegraphy, male, 1,218; female 381.

The total number of students in the commercial courses of colleges and secondary schools is 30,892.

NORTH ATLANTIC DIVISION.

This division reports 94 colleges, with a total of 604 instructors, 26,322 students, and 4,149 graduates. The number of male students is 17,968; the number of female students, 8,354. The percentage of male students to total number in the division is 68 per cent; of female students, 32 per cent. The number of graduates is 4,149, or 16 per cent of the total number reported. The day schools report 20,413, and the evening schools 6,009. The percentage of day-school pupils to total number is 78 per cent; of evening schools, 22 per cent. The total number of students in the commercial course is 8,763. The number of male students in the course is 5,909, or 33 per cent of the total number of students in the classified courses. The number of female students is 2,854, or 16 per cent of the total number in all the courses. The total number of students in the amanuensis course is 5,946. The number of male students in the course is 2,017, or 11 per cent of the total in all the courses. The number of female students is 3,929, or 22 per cent of the number of students in the courses. In the English course in this division the males outnumber the females. The cause may be that the female students have had better educational advantages before entering the business college than the male students. The total number of students in this course is, males, 2,070; females, 741. The percentage of male students to total number in the classified course is 12 per cent; of female students, 4 per cent. The total number of students in telegraphy is, male, 165; female, 66. The percentage of male students to total number in all the courses is 0.9 per cent; female students, 0.4 per cent.

SOUTH ATLANTIC DIVISION.

This division reports 18 schools, 61 instructors, 4,004 students, and 534 graduates, or 13 per cent of all the students reported in this division. The number of male students is 3,049; female students, 955. The percentage of male students to the total number of students in the division is 76 per cent; female students, 24 per cent; number of students in the day schools, 3,138; evening schools, 866. The percentage of day-school students to total number of students reported is 78 per cent; evening schools, 22 per cent. The total number of students in the commercial course is, male, 1,611; female, 351. The percentage of male students to total number of students in the courses is 37 per cent; of female students, 8 per cent. The total number of students in the amanuensis course is, male, 574; female, 387. The percentage of male students to total number of students in all the courses is 13 per cent; of female students, 9 per cent. In the English course the number of male students is 1,057; female students, 284. The percentage of male students to total number in all the courses is 24 per cent; of female students, 7 per cent. The number of male students in telegraphy is 82; female studeuts, 7. The percentage of male students to total number is 2 per cent; of female students, 0.2 per cent.

SOUTH CENTRAL DIVISION.

The number of schools reported by this division is 28; instructors, 147; students, 6,770. The number of graduates is 881. The percentage of graduates to total number of students in the division is 13 per cent. The number of male students is 5,118; female students, 1,652. The percentage of male students to total number of students reported is 77 per cent; of female students, 23 per cent. The total number in the day schools is 5,932; in the evening schools, 838. The percentage of students

in the day schools to total number of students is 86 per cent; of evening schools, 14 per cent. In the commercial course the number of male students is 2,287; female, 471. The percentage of male students to total number in the courses is 46 per cent; of female students, 10 per cent. In this division, as well as the South Atlantic division, the male students in the amanuensis course are in excess of the female students. The number of male students is 655; female students, 431. The percentage of male students to total number in the courses is 13 per cent; of female students, 9 per cent. In the English course the number of male students is 724; female students, 265. The percentage of male students to total number in the courses is 15 per cent; of female students, 5 per cent. In telegraphy there are 102 male and 18 female students. The percentage of male students is 2 per cent; of female students, 0.4 per cent.

NORTH CENTRAL DIVISION.

Fifty per cent of the total number of commercial colleges, instructors, and students reporting their statistics to this Bureau are in this division. The number of institutions reported is 167; the number of instructors, 972, and the number of students, 51,245. Male students, 34,401; female students, 16,844. The percentage of male students to total number is 67 per cent; of female students, 33 per cent. The number of students reported in the classified courses is 39,504, or 11,741 less than the number reported as the total in the schools of this division. The number of students in the day schools is 42,605, and in the evening schools 8,640. The percentage of day school students to total number of students is 83 per cent; of evening school students, 17 per cent. The number of male students in the commercial course is 15,475; the number of female students in this course is 4,504. The percentage of male students to total number of students in all the courses is 39 per cent; of female students, 11 per cent. The number of male students in the amanuensis course is 3,476; the number of female students, 4,986. The percentage of male students in this course is 9 per cent; of female students, 14 per cent. In the English course the number of male students is 7,181, and the number of female students 2,912. The percentage of male students to the total number of students in the course is 18 per cent; of female students, 7 per cent. The number of students in telegraphy reported by the institutions of this division is 54 per cent of the total number reported for the United States. The commercial schools in the States of Illinois, Indiana, and Iowa report more students in telegraphy than all other States reporting to the Bureau in this statistical table. The number of male students is 785; female students, 185. The percentage of male students to total number in the classified courses is 2 per cent; of female students, 0.5 per cent.

The number of graduates in this division is 6,304, and the percentage of graduates to total number of students reported is 12 per cent.

WESTERN DIVISION.

The number of institutions in this division is 28; total number of instructors, 206 and total number of students, 11,313. The number of male students is 7,506; female students, 3,807. The percentage of male students to total in the division is 66 per cent; of female students, 34 per cent. The number of graduates reported is 1,697, or 15 per cent of the total number of students. In the day schools there are 8,960 students; in the evening schools, 2,353. The percentage of day students to total number is 79 per cent, and of evening schools, 21 per cent. The number of male students in the commercial is 3,653; female students, 1,418. The percentage of male students to total number of students in the courses is 33 per cent; of female students, 13 per cent. The number of students in the amanuensis course is, male, 1,515; female, 1,563. The percentage of male students to total number of students in the classified courses is 14 per cent; of female students, 14 per cent. The number of male students in the English course is, male, 1,774; female, 1,102. This division reports a larger number of female students in the study of telegraphy than male. In all other divisions the male students are largely in excess of the female. The number of male students is 84; female students, 105.

A comparative exhibit of institutions, instructors, and students in the commercial and business colleges as reported to this Bureau from 1871 to 1890, showing percentage of increase or decrease for each year, percentage of male students to total number reported, and percentage of female students to total number reported.

Year.	Institutions.			Instructors.			Students.			Male students.		Female students.	
	Number.	Increase.	Decrease.	Number.	Increase.	Decrease.	Number.	Increase.	Decrease.	Number.	Per cent.	Number.	Per cent.
		Per cent.	*Per cent.*		*Per cent.*	*Per cent.*		*Per cent.*	*Per cent.*				
1871	60	.....	.....	168	.....	.....	6,460	.....	.....	6,179	96	281	4
1872	53	.....	12	263	57	.....	8,451	31	.....	7,793	92	653	8
1873	112	111	.....	514	95	.....	22,397	165	.....	20,128	90	2,271	10
1874	126	13	.....	577	12	.....	25,892	16	.....	23,025	88	2,867	12
1875	131	4	.....	594	3	.....	26,109	.5	.....	23,877	91	2,232	9
1876	137	5	.....	599	.8	.....	25,234	.....	3	22,922	91	2,312	9
1877	134	.....	2	568	.....	5	23,496	.....	7	20,916	89	2,580	11
1878	129	.....	3	527	.....	7	21,048	.....	10	18,884	90	2,164	10
1879	144	12	.....	535	2	.....	22,021	5	.....	19,547	89	2,474	11
1880	162	13	.....	619	16	.....	27,146	23	.....	24,376	90	2,770	10
1881	202	25	.....	794	22	.....	34,414	27	.....	31,054	90	3,360	10
1882	217	7	.....	955	20	.....	44,834	30	.....	40,528	90	4,306	10
1883	221	2	.....	1,015	6	.....	44,047	.....	2	37,712	86	6,335	14
1884	232	5	.....	1,099	2	.....	43,706	.....	.8	37,785	86	5,921	14
1885	239	3	.....	1,040	.....	5	47,176	8	.....	40,009	85	7,167	15
1886	217	.....	9	1,131	9	.....	53,188	11	.....	36,267	81	10,215	19
1887	222	2	.....	1,219	8	.....	57,675	7	.....	42,714	78	12,656	22
1888	233	5	.....	1,305	7	.....	64,858	14	.....	47,710	79	14,448	21
1889	263	13	.....	1,593	22	.....	78,920	22	.....	49,909	87	17,764	23
1890	250	.....	5	1,586	.....	.4	81,898	4	.....	58,839	72	23,059	28

TABLE 24.—*Summary of statistics of commercial and business colleges, 1892-93.*

Division and State.	Number of institutions.	Instructors.			Students.														
											In commercial course.		In amanuensis course.		In English course.		In telegraphy.		In business courses of secondary schools and colleges.
		Male.	Female.	Total.	Male.	Female.	Total.	Day school.	Evening school.	Graduates in 1892-93.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States	335	1,386	604	2,010	68,042	31,612	99,654	81,048	18,606	13,565	28,935	9,598	8,297	11,296	12,779	5,304	1,218	381	30,892
North Atlantic division	94	420	184	604	17,968	8,354	26,322	20,413	6,009	4,149	5,909	2,854	2,017	3,929	2,070	741	165	66	10,109
Maine	3	19	3	22	816	305	1,121	1,100	21	100	747	235	0	0	0	0	0	0	504
New Hampshire	2	8	0	8	112	39	151	151	0	57	17	7	14	5	13	6	0	4	136
Vermont	4	10	14	24	237	126	363	320	43	48	44	27	31	72	70	32	0	0	357
Massachusetts	12	48	40	88	1,942	1,318	3,260	2,722	538	507	1,182	512	231	836	96	29	13	8	2,217
Rhode Island	4	18	10	28	521	310	831	712	119	159	396	141	28	144	104	36	0	0	217
Connecticut	11	30	13	43	1,442	1,118	2,560	1,709	851	279	385	141	180	318	66	44	24	11	427
New York	23	105	47	152	5,686	2,244	7,930	6,441	1,489	1,287	2,947	531	559	1,328	682	251	95	31	3,516
New Jersey	7	37	13	50	1,461	645	2,106	1,354	752	304	653	128	112	288	390	129	0	0	1,000
Pennsylvania	28	145	44	189	5,751	2,249	8,000	5,904	2,096	1,408	3,832	1,132	862	938	649	214	33	12	1,735
South Atlantic division	18	57	24	81	3,049	955	4,004	3,138	866	534	1,611	351	574	387	1,057	284	82	7	2,374
Delaware																			92
Maryland	2	11	3	14	507	109	616	444	172	67	214	56	203	63	164	65	43	2	528
District of Columbia	2	7	9	16	365	327	692	389	303	50	213	176	213	176	213	176	0	0	99
Virginia	4	8	5	13	414	218	632	542	90	80	224	43	66	59	87	12	3	3	366
West Virginia	1	4	1	5	676	170	846	674	172	61	308	48	26	80	188	24	0	0	77
North Carolina	2	12	4	16	491	19	510	510	0	28	163	2	43	3	273	2	36	2	454
South Carolina	1	1	0	1	59	56	115	50	65	3	14	0							117
Georgia	5	13	2	15	480	46	526	484	42	243	453	22	23	6	120	0	0	0	430
Florida	1	1	0	1	57	10	67	45	22	2	12	4	0	0	12	5	0	0	211
South Central division	28	117	30	147	5,118	1,652	6,770	5,932	838	881	2,287	471	655	431	724	265	102	18	3,599
Kentucky	4	15	3	18	745	335	1,080	907	173	102	38	119	50	40	40	20	15	0	591
Tennessee	6	25	7	32	956	272	1,228	1,153	75	352	701	121	88	92	90	60	15	2	760
Alabama	1	4	1	5	230	100	330	300	30	67									165

Mississippi	3	21	2	23	556	21	577	571	6	66	315	10	7	8	.....	.....	10	0	336
Louisiana	1	9	1	10	254	129	383	331	52	25	105	8	19	19	169	5	.....	.....	331
Texas	11	38	13	51	1,720	567	2,287	2,013	274	222	901	160	356	183	139	57	56	15	1,249
Arkansas	2	5	3	8	657	228	885	657	228	47	227	53	135	89	286	123	6	1	167
North Central division	167	678	294	972	34,401	16,844	51,245	42,605	8,640	6,304	15,475	4,504	3,476	4,986	7,181	2,912	785	185	13,446
Ohio	27	91	56	147	5,239	2,366	7,605	6,363	1,242	1,521	599	404	404	645	444	301	15	2	2,821
Indiana	17	79	36	115	4,711	2,542	7,253	5,944	1,309	1,317	3,372	1,195	904	917	2,344	731	239	44	897
Illinois	25	122	43	165	6,983	3,076	10,059	8,784	1,275	1,085	3,023	776	496	967	1,824	686	250	13	1,737
Michigan	15	58	24	82	3,099	1,866	4,965	4,120	845	331	1,424	537	374	424	508	38	28	6	1,298
Wisconsin	13	43	19	62	1,493	659	2,152	1,591	561	206	763	246	156	315	178	139	5	7	572
Minnesota	13	36	12	48	2,090	1,066	3,156	2,675	481	247	976	192	198	31	228	162	42	17	460
Iowa	22	79	40	119	2,139	1,270	3,409	2,930	479	495	2,123	424	296	660	415	313	137	39	1,913
Missouri	16	95	40	135	5,424	2,382	7,806	5,982	1,824	636	1,360	313	309	582	1,153	462	64	57	1,543
North Dakota	2	7	4	11	74	40	114	92	22	.....	49	8	13	28	12	4	0	0	3
South Dakota	1	3	0	3	150	50	200	150	50	35	125	10	30	35	0	0	0	0	132
Nebraska	8	38	10	48	1,971	1,087	3,058	2,663	395	296	867	268	220	220	40	71	5	0	673
Kansas	8	27	10	37	1,028	440	1,468	1,311	157	135	694	131	76	162	35	5	0	0	1,297
Western division	28	124	82	206	7,506	3,807	11,313	8,960	2,353	1,697	3,653	1,418	1,515	1,563	1,747	1,102	84	105	1,364
Montana	1	4	2	6	115	103	218	155	63	15	40	18	40	50	25	12	4	1	27
Colorado	2	4	3	7	171	126	297	197	100	10	77	46	24	27	45	13	0	0	150
Utah	1	4	9	13	1,916	1,328	3,244	1,622	1,622	86	623	405	552	519	318	182	0	0	175
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	107
Idaho	1	2	2	4	51	24	75	75	0	0	49	1	2	4	2	19	0	0	.....
Washington	3	8	6	14	589	200	789	690	99	41	462	111	67	72	437	144	4	2	215
Oregon	4	11	5	16	591	250	841	784	57	57	158	87	105	32	90	70	0	0	325
California	16	91	55	146	4,073	1,776	5,849	5,437	412	1,488	2,244	750	725	859	830	662	76	103	365

TABLE 25.—*Statistics of commercial*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	ALABAMA.					
1	Birmingham	Birmingham Business College	Amos Ward	1889	4	1
	ARKANSAS.					
2	Fort Smith	The Fort Smith Commercial College.	George M. Nealo	1888	5	0
3	Little Rock	Little Rock Commercial College *.	M. A. Stone	1874	3	1
	CALIFORNIA.					
4	Eureka	Eureka Academy and Business College.	Neil S. Phelps	1887	5	5
5	Fresno	Fresno Business College	W. C. Ramsey	1891	4	....
6	Los Angeles	The Los Angeles Business College and English Training School.	E. R. Shrader, A. M., Ph. D.	1887	10	4
7	.....do	Woodbury Business College *	G. A. Hough	1884	7	3
8	Oakdale	Aydelott's Business College	J. H. Aydelotte	1887	4	2
9	Oakland	Oakland Business College	Oscar John Willis	1877	3	2
10	Sacramento	Atkinson's Business College and English Training School.	Edmund C. Atkinson, A. M.	1873	7	5
11	.....do	Maynahan's Business and Normal School.	J. D. Maynahan	1882	3	1
12	San Francisco	Commercial High School	Walter Bush	1884	6	12
13	.....do	Heald's Business College	E. P. Heald	1863	14	5
14	.....do	San Francisco Business College	Niel S. Phelps	1889	6	3
15	Santa Cruz	Chestnutwood's Business College.	J. A. Chestnutwood	1884	7	3
16	San Jose	Garden City Business College *	H. B. Worcester	1871	3	3
17	San Luis Obispo	Bowen's Business College	J. A. Bowen	1892	1	2
18	Santa Rosa	Santa Rosa Business College	J. S. Sweet, A. M.	1891	2	2
19	Stockton	Stockton Business College	W. C. Ramsey	1875	9	3
	COLORADO.					
20	Pueblo	Pueblo Business College*	H. C. Warden	1887	2	1
21	Trinidad	Trinidad Business College, Normal and Shorthand Institute.	W. E. Anderson	1888	2	2
	CONNECTICUT.					
22	Bridgeport	Bridgeport Business College	G. H. Turner	1882	4	0
23	.....do	Martin's Shorthand School	W. J. Martin	1887	1	....
24	Hartford	Hannum's Hartford Business College.	T. W. Hannum	.....	2	1
25	.....do	Huntsinger's Business and Shorthand College.	E. M. Huntsinger	1888	4	2
26	.....do	Robertson's Shorthand School	Miss E. M. Olmstead	1887	....	1
27	New Haven	Child's Business College	Childs and Butler	1891	2	2
28	.....do	Gaffey's Shorthand School	John F. Gaffey	1884	2	1
29	.....do	Hogarth Business University	A. P. Thomas	1881	5	3
30	.....do	Yale Business College	Remus C. Lovering	1861	5	1
31	New London	New London Business College	Rob't A. Burbeck	1887	3	1
32	Norwich	Norwich Business College	Earl M. Swift	1893	2	1
	DISTRICT OF COLUMBIA.					
33	Washington	Tanner's Shorthand School	Hudson C. Tanner	1889	2	2
34	.....do	Washington Business High School	Charles A. Davis	.....	5	7
	GEORGIA.					
35	Augusta	St. Patrick's College	Brother Dositheus	1875	5	....
36	Atlanta	Moore's Business College	Benj. F. Moore	1868	3	0
37	Cochran	New Ebenezer Business College	S. C. Speer	1892	1	0

* From 1891-92. *a* For 6 months. *b* For 3 months.

and business colleges, 1892–93.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892-93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
200	100	30	....	120	20	.....	.....	....	.....	.....	.....	.....	...	$50	$40	4	8	67	1
337	142	86	7	198	26	227	53	135	89	286	123	6	1	40	40	6-15	24	43	2
178	....	....	....	.....	.....	.....	.....	....	.....	.....	.....	.....	...	60	60	6	24	4	3
90	115	25	6	150	10	70	30	8	8	30	12	5	2	100	50	10	.....	28	4
75	25	7	5	40	7	55	10	5	30	0	0	0	0	75	50	9	0	6	5
283	147	53	27	198	143	249	30	37	158	22	8	4	2	100	44	6	12	78	6
251	175	....	....	225	....	190	110	28	90	.....	.....	5	9	85	.....	6-8	.....	76	7
65	67	....	....	.....	.....	.....	.....	....	.....	.....	.....	.....	...	100	60	6-12	.....	....	8
75	25	50	10	.....	.....	40	15	25	30	3	1	5	3	100	50	6	12	16	9
387	51	37	7	.....	.....	251	12	....	....	71	28	31	66	75	*a* 40	6-12	12	111	10
40	18	30	20	50	20	.....	5	5	6	14	7	4	2	75	60	12	12	27	11
292	284	....	....	509	....	292	284	292	284	292	284	0	0	0	0	20	.....	88	12
609	211	....	....	325	525	91	68	102	....	.....	....	16	18	*a* 75	.....	6	.....	522	13
170	146	40	30	150	20	146	65	30	85	.....	.....	.....	...	135	72	6-12	8-16	56	14
600	80	0	0	103	....	600	80	25	20	0	0	0	0	75	.....	7	.....	124	15
147	63	0	0	60	0	142	31	23	49	12	19	0	0	60	.....	6-8	.....	59	16
19	12	8	17	23	18	19	8	....	.....	.....	.....	.....	...	75	*b* 12	7-9	.....	0	17
100	25	....	....	50	....	90	10	....	.....	.....	.....	.....	...	75	.....	6	.....	47	18
600	200	20	20	300	10	400	100	10	10	100	180	0	0	100	50	12	12	250	19
6	40	40	20	15	8	12	6	4	12	4	3	0	0	75	40	6	9	....	20
100	51	25	15	59	25	65	40	20	15	41	10	0	0	50	35	8	12	10	21
115	25	60	10	.....	.....	.....	.....	10	9	0	0	0	0	120	60	6	12	0	22
131	223	306	209	30	36	.....	.....	36	63	.....	.....	.....	...	10	5	6	12	....	23
180	70	40	20	237	48	146	30	35	30	.....	.....	.....	...	75	12 or 15	6-12	0	0	24
168	167	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	25
9	30	15	14	12	10	.....	.....	.....	.....	.....	.....	.....	...	60	60	6	12	40	26
27	33	17	13	35	15	45	20	5	20	0	0	0	0	100	40	10	16	10	27
20	84	10	12	40	30	10	30	20	94	0	0	0	0	*a* 10	*a* 5	6	12	100	28
100	75	50	25	60	25	40	25	50	40	40	30	6	3	30-100	40	6-10	6-10	40	29
95	35	....	....	100	....	75	10	10	25	.....	....	5	...	120	.....	10	.....	60	30
45	41	31	19	63	30	46	19	14	32	3	1	13	8	75	35	10	9	15	31
23	13	0	0	25	0	23	7	0	5	23	13	0	0	60	0	10	0	14	32
.....	.....	152	151	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	*a* 10	*b* 6	.....	.....	....	33
213	176	0	0	312	....	213	176	213	176	213	176	0	0	0	0	18	0	50	34
170	....	....	....	127	....	170	....	....	....	120	....	....	...	30	.....	80	.....	5	35
150	6	0	0	30	0	156	0	0	0	0	0	0	0	50	.....	4	.....	55	36
21	2	2	0	13	2	20	1	5	2	0	0	0	0	35	25	3	6	13	37

a For 8 months. *b* For 6 months.

TABLE 25.—*Statistics of commercial*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	GEORGIA—continued.					
38	Rome	Rome Business University	J. G. Harmison	1890	3	1
39	Savannah	Commercial Institute	C. S. Richmond	1884	1	1
	FLORIDA.					
40	Hillsboro	Tampa Business College	B. B. Euston	1891	1	0
	IDAHO.					
41	Boise City	Boise Business and Normal School	A. P. Way	1892	2	2
	ILLINOIS.					
42	Champaign	Champaign Business College*	C. T. Hawker	1883	3	0
43	Chicago	Jones Business College	Chas. E. Jones	1888	5	7
44	do	do	W. E. Lackey	1888	2	3
45	Chicago (113 Adams st.)	Kimball's Shorthand Typewriting Training School.	D. Kimball	1884	1	....
46	Chicago	Metropolitan Business College	O. M. Powers	1873	12	3
47	do	St. Patrick's Commercial College	Brother Baldwin, director.	1861	11	0
48	do	West Side Business College*	Frederick F. Judd	1872	5	2
49	Decatur	Decatur Business College	G. W. Brown	1889	4	1
50	Dixon	Dixon Business College	J. B. Dille	1851	9	1
51	Freeport	Freeport College of Commerce	J. J. Nagle, M. E.	1888	5	1
52	Galesburg	Brown's Galesburg Business College.	G. W. Brown	1890	3	2
53	Jacksonville	Jacksonville Business College	G. W. Brown	.....	2	2
54	Joliet	Joliet Business College and English Training School.	Homer Russell	1866	3	2
55	Lincoln	The Lincoln Business College	W. R. Whitsler	1882	2	1
56	Mendota	Mendota College, Commercial Department.	J. Oscar Campbell, M. D.	1892	5	1
57	Mount Morris	Mount Morris College	J. G. Rogers	1878	9	4
58	Naperville	Northwestern Business College	Rev. H. J. Keikhoefer	1871	1	....
59	Onarga	Grand Prairie Seminary and Commercial College.	S. Van Pelt	1863	2	0
60	Peoria	The Peoria Business College	G. W. Brown	1862	4	3
61	Quincy	Gem City Business College	D. L. Musselman	1870	11	3
62	Rockford	Rockford Business College	Winans and Johnson	1865	7	2
63	Rock Island	Augustana Business College	O. Olsson, D. D.	1888	6	....
64	Springfield	Springfield Business College	Bogardus and Chicken	1864	5	2
65	Sterling	Sterling Business College	F. M. Wallace	.....	4	2
66	Westfield	Westfield Business College	C. E. Bigelow	1888	1	1
	INDIANA.					
67	Columbus	Columbus Normal School and Business College.	J. E. Polley	1886	5	3
68	Danville	Central Normal College and Commercial Institute.	J. S. Joseph	1876	14	5
69	Evansville	Evansville Commercial College	S. N. Cornick	1850	2	2
70	Fort Wayne	Fort Wayne Business College	G. W. Lahr	1885	5	2
71	do	Fort Wayne Business College*	W. E. McDurmut	1885	3	2
72	Frankford	Minor's Business College	F. C. Minor	1885	3	2
73	Indianapolis	Capital City Business College	L. G. Hough	1892	5	1
74	do	Indianapolis Business University	E. J. Heib	1850	5	3
75	do	National Business College	L. A. Duthie	1889	6	2
76	LaFayette	Star City Private College*	Francis Kennedy	1891	....	1
77	do	Union Business College	Stanley A. Drake	1880	5	1
78	Logansport	Hall's Business College	E. A. Hall	1867	3	2
79	Muncie	Muncie Business College, Normal College of Shorthand.	J. W. Howard	1890	5	2

* From 1891-92.

and business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
102	18	20	0	30	10	82	6	18	14	0	0	0	0	$45	$35	3	5	100	38
.....	15	15	5	30	15	25	15	....	....	0	0	0	0	100	100	4	6	70	39
35	10	22	0	12	7	12	4	0	0	12	5	0	0	3	3	9	18	2	40
51	24	....	....	.....	....	49	1	2	4	2	19	0	0	60	60	.....	.....	0	41
8	30	20	5	18	5	60	27	5	1	15	12	....	...	50	30	6	.....	75	42
588	294	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	...	90	6	6	12	....	43
93	170	134	70	68	51	129	70	58	136	36	44	....	...	90	40	6	9–12	200	44
11	53	3	2	10	2	.....	....	14	55	.....	.....	.....	...	*a* 12	*a* 8	.....	.....	....	45
1,218	609	228	114	618	160	300	100	20	180	723	362	....	...	100	*b* 25	.....	.....	....	46
510	0	0	0	450	0	130	0	130	0	510	0	130	0	*a* 3	.....	15–20	.....	17	47
158	105	129	32	120	75	.....	.....	.....	.....	.....	.....	.....	...	90	25	.....	.....	....	48
89	75	35	18	.....	....	76	36	15	55	15	20	....	...	75	20	9	.....	22	49
409	162	....	....	.....	....	225	49	30	71	55	30	96	9	35	.....	.....	.....	63	50
75	35	....	....	.....	....	0	0	....	....	.....	.....	0	0	60	*c* 10	6	.....	....	51
80	56	60	12	.....	....	140	20	20	45	4	1	0	0	75	20	6–9	.....	16	52
125	100	....	....	.....	....	90	33	5	60	20	15	....	...	50	.....	*d* 7	.....	33	53
600	150	100	50	500	120	400	100	....	....	300	100	....	...	75	50	24	40	200	54
45	18	0	0	35	....	34	14	5	10	12	10	....	...	50	0	8	0	15	55
.....	....	4	0	.....	3	18	5	3	2	14	4	0	0	25	25	6	6	....	56
213	141	....	....	302	....	54	12	15	3	.....	.....	.....	...	35	.....	7–18	.....	17	57
42	7	....	....	.....	....	36	2	6	5	.....	.....	.....	...	25	.....	6	.....	25	58
35	5	0	0	.....	....	35	5	....	....	30	2	....	...	33	.....	8	.....	12	59
300	200	40	20	200	50	250	100	50	100	0	0	0	0	75	20	9	6	40	60
750	150	....	....	400	....	700	25	50	125	.....	.....	.....	...	60	.....	10	.....	227	61
414	187	90	40	220	70	310	140	40	72	90	86	21	4	65	20	6–9	6	45	62
67	32	....	....	60	....	64	15	4	16	.....	.....	.....	...	50	.....	24	.....	30	63
161	66	60	13	.....	....	.....	.....	.....	.....	.....	.....	.....	...	7	.....	.....	.....	13	64
47	38	0	0	80	0	30	10	17	28	0	0	0	0	60	0	10	0	30	65
46	17	0	0	.....	....	45	11	8	3	0	0	0	0	30	.....	6	.....	5	66
175	125	60	55	105	20	150	100	80	50	.....	....	40	0	*e* 8	*e* 8	5	5	35	67
700	500	....	....	.....	....	250	50	50	25	.....	....	25	...	38	.....	12	.....	100	68
100	50	25	13	.....	....	100	18	15	55	.....	....	0	0	*f* 50	.....	6	.....	....	69
81	68	71	5	120	30	.....	.....	.....	.....	.....	.....	.....	...	45–55	27	10	40	....	70
100	40	80	10	60	40	160	20	15	30	5	0	0	0	40	25	6	12	40	71
75	50	30	20	65	20	50	25	23	27	13	3	17	3	40	25	6–9	9–12	25	72
128	31	151	129	68	61	306	29	18	86	.....	....	0	0	100	50	6–8	12	206	73
210	165	115	50	100	65	200	75	50	125	70	20	....	...	*e* 10	*c* 3	6	12	83	74
400	100	98	71	164	30	300	41	38	79	20	0	20	2	65	30	6	18	61	75
15	4	10	....	19	10	15	4	....	....	10	3	0	0	30	20	10–12	12–14	5	76
120	49	70	24	90	70	162	53	10	20	18	....	.....	...	50	24	8	16	27	77
99	75	18	10	75	22	60	25	22	29	0	0	0	0	50	40	6	12	14	78
127	93	35	21	180	45	120	61	115	100	35	15	0	0	0	0	4–12	6–16	93	79

a Per month. *b* For 7 months. *c* For 4 months.
d For 6 months. *e* For 10 weeks. *f* Scholarship.

TABLE 25.—*Statistics of commercial*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	INDIANA—continued.					
80	Richmond	Richmond Business College	O. E. Fulghum	1860	6	2
81	South Bend	South Bend Commercial College	W. F. Boone	1883	3	1
82	Terre Haute	The Terre Haute Commercial College.	W. C. Isbell	1862	4	2
83	Valparaiso	Northern Indiana Commercial College.	Henry B. Brown	1873	5	3
	IOWA.					
84	Burlington	Elliott's Business College	G. W. Elliott	1879	11	4
85	Cedar Rapids	Cedar Rapids Business College	A. N. Palmer	1880	7	1
86	Clinton	Clinton Business College	M. S. Jordon	1886	3	2
87	College Springs	Amity Commercial College	Howard K. Holcomb	1884	2	1
88	Council Bluffs	Western Iowa College	W. S. Paulson	1884	2	1
89	Creston	Creston Business College	E. E. Gaylor		1	1
90	Davenport	Tri-City Business College	Frank Van Patten	1892	5	1
91	Decorah	Valder Business College and Normal School.	C. H. Valder	1888	3	4
92	Des Moines	Capital City Commercial College	J. M. Mahan	1884	6	3
93	do	Iowa Business College	A. C. Jennings	1865	5	....
94	do	People's Commercial College*	B. W. Brown	1890	1	2
95	Dubuque	Bayless Business College	C. Bayless, A. M	1858	4	2
96	Garner	Northern Iowa Normal College and Business Institute.	L. W. Pollock	1891	3	3
97	Iowa City	Iowa City Commercial College, Academy, and School of Shorthand.	W. A. Willis and J. H. Williams.	1865	5	7
98	Keokuk	Gate City Business College*	Chandler H. Peirce	1857	2	1
99	Marshalltown	Marshall Business College	J. R. Starr	1891	2	2
100	Mason City	Mason City Business College and Normal School.	C. P. Headington	1888	5	1
101	Muscatine	Muscatine Business College	Frank Van Patten	1893	2	1
102	do	Muscatine Commercial College*	J. B. Harris	1887	2	1
103	Oskaloosa	Oskaloosa Business College	W. J. Ives	1866	1	1
104	Ottumwa	Ottumwa Commercial College	J. W. O'Bryan	1891	3	1
105	Sioux City	Northwestern Business College*	E. M. Chartier	1883	4	....
	KANSAS.					
106	Arkansas City	Gate City Business College*	C. E. Lane	1889	2	1
107	Atchison	Atchison Business College	C. T. Smith	1885	3	1
108	Harper	Harper's Normal School and Business College.	D. W. Remcie	1886	5	4
109	Lawrence	Lawrence Business College	Conrad and Smith	1869	5	0
110	Leavenworth	Central Business College	N. B. Leach	1887	2	1
111	Topeka	Pond's Business College	M. A. Pond	1866	1	....
112	Wichita	Southwestern Business College	E. H. Fritch	1885	5	3
113	Winfield	Winfield Business College	C. S. Perry	1884	4	0
	KENTUCKY.					
114	Bowling Green	Bowling Green Business College and Literary Institute.	Cherry Bros	1875	4	2
115	Louisville	Bryant and Stratton Business College.	James Ferrier and Edwin J. Wright.	1864	7	1
116	do	Weaver's Business College	Ben C. Weaver	1880	3	0
117	Owingsville	Commercial College of Bath Seminary.	F. W. Reffle	1893	1	0
	LOUISIANA.					
118	New Orleans	Soulé Commercial College and Literary Institute.	Geo. Soulé	1856	8	2

* From 1891–92.

and business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
170	80	50	4	80	35	156	62	23	34	.....	.....	.....	.....	$50	$40	6	10	34	80
81	46	63	21	.....	.....	72	14	15	30	57	12	0	0	40	.....	3–6	6–10	.....	81
200	93	.....	.....	200	.....	215	78	14	54	0	0	12	4	.....	.....	.....	.....	25	82
1,054	540	.....	.....	1,594	.....	1,054	540	426	173	2,116	678	125	35	40	.....	9	.....	569	83
311	310	123	122	.....	.....	475	81	15	50	.....	.....	.....	.....	80	.....	10	.....	.....	84
274	91	13	6	160	15	236	20	24	70	14	8	0	0	75	40	6–9	.....	16	85
120	112	41	23	125	45	92	45	60	85	0	0	0	0	45	*a* 10	6	.....	16	86
75	30	0	0	40	0	35	12	3	3	0	0	0	0	30	0	6	0	22	87
101	92	38	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	*b* 1	*b* ½	6–12	12–18	0	88
39	24	12	2	.....	.....	32	8	8	20	11	2	0	0	*c* 45	*d* 10	.....	.....	0	89
94	81	48	8	80	42	.....	.....	.....	.....	.....	.....	0	0	45	.....	8	.....	10	90
292	134	.....	.....	.....	.....	169	27	14	25	109	71	.....	.....	.....	.....	6	.....	101	91
302	198	8	1	250	50	240	60	56	129	10	14	0	0	70	40	6	.....	46	92
233	17	15	5	.....	.....	134	7	18	40	35	9	46	11	60	25	6–9	.....	38	93
26	20	30	18	40	38	40	20	0	5	20	14	0	0	40	30	8	12	25	94
133	68	61	10	66	39	124	27	10	46	77	43	.....	.....	75	25	6	12	41	95
150	150	0	0	.....	.....	75	10	8	6	.....	.....	0	0	45	.....	9	.....	16	96
215	160	.....	.....	.....	.....	95	15	11	34	109	111	.....	.....	50	.....	6–9	.....	29	97
73	29	32	16	84	34	85	23	28	20	.....	.....	.....	.....	50	20	6	12	39	98
35	30	14	6	30	15	20	10	10	30	10	0	0	0	*e* 40	*c* 20	7	14	.....	99
118	72	17	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90	48	5	11	.....	100
36	12	.....	.....	36	.....	35	0	1	12	.....	.....	.....	.....	45	*c* 10	6	.....	4	101
45	15	0	0	30	0	43	13	2	2	0	0	0	0	50	.....	6–10	0	19	102
32	23	5	2	21	4	37	12	3	11	0	0	0	0	*e* 50	*f* 4	6	10	15	103
165	100	70	65	45	25	125	58	17	58	30	41	.....	.....	65	20	8	.....	49	104
.....	.....	.....	.....	40	40	25	5	8	2	.....	.....	.....	.....	50	50	8	20	.....	105
28	14	9	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	40	4	6	.....	106
80	30	45	5	60	40	50	18	21	25	35	5	0	0	50	20	6–9	12–24	11	107
94	89	.....	.....	.....	.....	19	16	7	11	.....	.....	.....	.....	40	.....	.....	.....	.....	108
82	30	.....	.....	75	.....	.....	.....	.....	.....	.....	.....	0	0	50	.....	6–9	.....	37	109
60	40	.....	.....	50	.....	45	15	15	25	.....	.....	.....	.....	60	.....	6	.....	.....	110
130	60	35	.....	30	25	146	16	.....	.....	.....	.....	.....	.....	*g* 50	.....	7	10	11	111
330	143	43	17	245	28	350	49	33	101	.....	.....	.....	.....	75	25	9	24	49	112
84	17	.....	.....	95	.....	84	17	.....	.....	.....	.....	.....	.....	40	.....	4–6	.....	28	113
100	90	.....	.....	95	.....	115	75	50	40	40	20	15	.....	60	.....	5	.....	65	114
367	199	102	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	115	60	.....	.....	.....	115
126	25	50	0	50	20	176	25	.....	.....	.....	.....	.....	.....	*d* 50	*d* 40	3–4	3–5	37	116
1	.....	.....	.....	.....	.....	12	2	0	0	.....	.....	0	0	100	60	4	6	0	117
226	24	75	.....	200	60	105	8	19	19	169	5	.....	.....	100–150	100–125	3–12	9–15	25	118

a For 4 months. *b* Per week. *c* For 6 months. *d* For 3 months.
e For 7 months. *f* Per month. *g* Scholarship.

TABLE 25.—*Statistics of commercial*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	MAINE.					
119	Augusta	Dirigo Business College	R. B. Capen	1863	9	1
120	Portland	Gray's Portland Business College.	L. A. Gray	1863	4	1
121	.....do	The Shaw Business College	Frank L. Shaw	1884	6	1
	MARYLAND.					
122	Baltimore	Eaton and Burnett Business College.*	A. H. Eaton and E. Burnett.	1878	7	1
123	Hagerstown	Wolf's Business College	D. E. Wolf	1888	4	2
	MASSACHUSETTS.					
124	Boston	Allen Institute*	G. G. Allen	1880	1	2
125	Boston (608 Washington st.).	Bryant and Stratton Commercial College.	H. E. Hibbard	1860	18	5
126	Boston	Comer's Commercial College	Chas. E. Comer	1840	8	6
127	.....do	French's Business College	Charles French, A. M.	1848	2	1
128	.....do	Fall's Commercial and Shorthand College.	Aldis O. Hall	1887	6	8
129	.....do	Hickox's Shorthand School	W. E. Hickox	1879	1	1
130	.....do	The Reckers and Bradford Commercial School.	E. E. Bradford	1876	1	2
131	Holyoke	Childs's Business College	C. H. Childs	1883	1	4
132	Lawrence	Cannon's Commercial College	G. C. Cannon	1881	1	2
133	Springfield	Childs's Business College	E. E. Childs	1884	5	3
134	Waltham	Waltham High School (Commercial Department).	Willis L. Eaton	1883	1	2
135	Worcester	Becker's Business College	E. C. A. Becker	1888	3	3
	MICHIGAN.					
136	Adrian	Adrian College	D. C. Thomas	1882	1	1
137	.....do	Brown's Business University	L. S. Brown	1884	2	1
138	Battle Creek	Krug's Business College	J. B. Krug	1882	2	0
139	Bay City	Devlin's Business College*	C. H. Devlin	1880	2	1
140	Big Rapids	Ferris Industrial School	W. N. Ferris	1884	6	2
141	Detroit	Caton's College of Commerce	C. B. Krumbine	1890	4	2
142	.....do	Detroit Business University	W. F. Jewell	1850	14	1
143	Detroit (65 Jay st.)	St. Joseph's Commercial School	Bro. Amulwin	1893	6	....
144	Grand Rapids	Grand Rapids Business College and Practical Training School.	A. S. Parish	1866	5	2
145	Jackson	Devlin's Business College and Shorthand Institute.*	G. M. Devlin	1867	3	1
146	Kalamazoo	Parsons's Business College and Shorthand Institute.	W. F. Parsons	1869	2	1
147	.....do	Tellus Business College and School of Stenography.	W. P. Teller	1891	3	2
148	Marquette	Upper Peninsula Business College.	Elmer C. Glenn	1887	3	2
149	Mount Pleasant	Central Michigan Normal School and Business Institute.	C. F. R. Bellens	1892	4	5
150	Muskegan	Ferris Business College	E. C. Bisson	1888	1	2
	MINNESOTA.					
151	Brainerd	Brainerd Business College	J. F. Gerrity	1891	1	0
152	Duluth	Parsons's Business College and Shorthand Institute.*	A. C. Parsons	1886	4	1
153	Little Falls	Little Falls Business College	John B. Lanigan	1893	1	1
154	Mankato	Mankato Business College	Frederick L. Roese	1889	1	0
155	Minneapolis	Archibald Business College	A. R. Archibald	1892	6	0
156	....do	Minnesota School of Business	C. T. Rickards	1877	4	1
157	.....do	University of Commerce and Finance.	H. L. Rucker	1890	4	....

* From 1891-92.

and business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
223	108	31	21	.....	.....	190	83	9	37	.....	.....	.....	.....	$50	.....	6–8	.....	.....	119
295	67	0	0	.....	.....	295	67	.....	.....	0	0	0	0	60	0	6–9	0	.....	120
277	130	.....	.....	.....	.....	262	85	15	45	.....	.....	.....	.....	60–84	.....	5	.....	100	121
300	50	125	30	130	100	150	50	200	48	100	50	25	0	110	$25–50	6–9	18	50	122
67	22	15	2	.....	.....	64	6	3	15	64	15	18	2	75	25	6	12	17	123
8	46	9	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50–60	50–60	3	5	.....	124
700	200	.....	.....	.....	.....	500	200	25	175	.....	.....	0	0	160	.....	15	.....	.....	125
300	131	109	50	275	125	200	80	50	100	75	0	0	0	150	30	9	12	.....	126
53	41	0	0	50	0	.....	.....	.....	.....	.....	.....	.....	.....	140	.....	6—9	.....	63	127
25	375	10	50	150	25	15	10	10	350	0	0	10	5	160	120	3	4	400	128
100	50	.....	.....	52	14	.....	.....	100	50	.....	.....	.....	.....	185	72	36	.....	.....	129
30	5	15	2	20	12	44	2	1	5	0	0	0	0	120	25	8–12	12–18	3	130
21	28	46	31	25	25	62	46	1	10	1	0	3	3	.....	.....	.....	.....	12	131
39	45	56	30	35	40	80	50	15	35	.....	.....	0	0	a 40	a 15	4	6	.....	132
175	75	30	20	135	20	160	25	15	70	.....	.....	.....	.....	100	50	10	20	29	133
21	29	0	0	47	0	21	29	0	0	21	29	0	0	0	0	20	0	8	134
150	75	45	24	140	35	100	70	14	41	.....	.....	0	0	108	30	10	.....	.....	135
135	45	.....	.....	125	.....	9	12	.....	.....	.....	.....	.....	.....	44	.....	6	.....	6	136
66	14	4	0	72	.....	56	12	12	8	4	1	0	0	35	20	10	.....	6	137
100	25	0	0	60	0	90	10	5	20	0	0	0	0	52	0	11	0	0	138
79	42	35	42	.....	.....	70	36	.....	.....	.....	.....	0	0	58	58	.....	.....	.....	139
412	310	25	13	250	32	80	30	30	50	75	100	7	6	45	40	9	12	60	140
537	321	145	78	.....	.....	250	123	.....	.....	.....	.....	.....	.....	75	75	6	12	.....	141
481	272	187	68	.....	.....	392	84	124	87	134	56	0	0	100	40	6–12	12–24	82	142
176	.....	.....	.....	64	.....	66	.....	110	.....	66	.....	16	.....	20	.....	30	.....	14	143
138	84	22	.....	.....	.....	121	29	8	41	31	14	0	0	.....	.....	.....	.....	.....	144
100	100	30	20	125	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	145
125	35	19	10	75	14	125	20	25	24	130	35	.....	.....	50	35	12	24	6	146
52	66	8	15	75	20	40	10	5	38	.....	.....	0	0	47	25	6–9	20	15	147
71	58	39	27	38	17	49	29	40	43	17	12	5	0	75	40	4–7	6–10	49	148
56	127	23	10	.....	.....	26	7	5	7	51	120	.....	.....	.....	.....	.....	.....	16	149
40	85	20	7	45	10	50	25	10	40	0	0	0	0	60	25	8–10	0	57	150
200	75	125	.....	28	25	20	6	8	19	.....	.....	.....	.....	100	60	7–9	12	43	151
34	16	23	10	25	13	45	20	10	11	18	7	0	0	100	60	6	12	29	152
40	20	10	15	28	18	42	.....	9	9	.....	.....	0	0	100	48	8	12	4	153
15	4	19	6	.....	.....	14	5	3	1	19	4	0	0	60	20	6	15	3	154
300	100	72	28	90	20	206	25	44	50	50	25	0	0	100	50	6	12	20	155
260	240	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90	20	8	15	.....	156
90	72	20	10	60	8	80	52	20	40	100	92	.....	.....	100	50	6	.....	69	157

a Per quarter.

TABLE 25.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	MINNESOTA—cont'd.					
158	St. Paul	Globe Business College	F. A. Maron	1885	3	1
159	do	Curtiss Commercial College	Curtiss and Chapman*		2	2
160	do	Metropolitan Business College	N. S. Beardsley	1890	3	1
161	do	St. Paul Business College	W. K. Mulliken*	1865	2	1
162	Red Wing	Beeman's Actual Business College.	W. L. Beeman	1886	3	2
163	Winona	Winona Commercial College	R. A. Lambert	1878	2	2
	MISSISSIPPI.					
164	Bay St. Louis	St. Stanislaus Commercial College.	Bro. Stanislaus	1855	10	0
165	Jackson	Capital Commercial College*	Sharp and Deupree	1884	3	2
166	Vicksburg	St. Aloysius Commercial College	Bro. Charles	1879	8	....
	MISSOURI.					
167	Caledonia	Business Department of Bellevue Collegiate Institute.	Nelson B. Henry	1892	2	5
168	Carthage	Carthage Business College*	Worsdell and Gilliland		4	....
169	Chillicothe	Chillicothe Normal School and Business College.	Allen Moore	1890	15	5
170	Kansas City	Cathedral Commercial School	Bro. Justus, director	1889	4	....
171	do	National Business College	Dennis O'Conner	1883	4	1
172	Kirksville	Kirksville Mercantile College Co.*	W. J. Smith	1880	4	2
173	St. Joseph	St. Joseph Business University	A. N. Palmer	1878	3	1
174	do	St. Joseph Commercial College	Bro. Marcelian	1867	8	....
175	St. Louis	Hayward Business College Co.	L. F. Hayward	1876	4	2
176	do	Perkins and Herpel's Mercantile College.	H. C. Perkins	1882	4	1
177	do	Central Business College	Eldon Moran	1889	3	4
178	do	Jones Commercial College	J. G. Bohmer	1841	6	1
179	do	Mound City Commercial College	Jos. P. Foeller	1859	3	1
180	Sedalia	Central Business College	C. W. Robbins	1883	11	2
181	Stanberry	Northwestern Normal School and Business College.	John E. Fisler	1881	14	11
182	Wilder	Brick Mission and Farm School	Eugene Rucker	1888	6	4
	MONTANA.					
183	Helena	Engelhorn Helena Business College.	Herman T. Engelhorn	1883	4	2
	NEBRASKA.					
184	Fremont	Fremont Business College	Theo. R. Hamlin	1889	4	2
185	Grand Island	Grand Island Business College	A. M. Hargis	1888	3	1
186	Hastings	Queen City Business College	O. P. Wilson	1887	3	0
187	Lincoln	Lincoln Business College	D. R. Lillibridge	1884	7	1
188	Omaha	National Shorthand Institute	F. F. Roose	1893	2	1
189	do	Omaha Business College	F. F. Roose	1873	5	1
190	do	Rathburn's Business College*	G. R. Rathburn	1873	7	0
191	York	York College	J. George	1890	7	4
	NEW HAMPSHIRE.					
192	New Hampton	New Hampton Commercial College	A. B. Meservicy	1878	5	....
193	Portsmouth	Smith's Academy and Commercial College.	Lewis E. Smith	1873	3	0
	NEW JERSEY.					
194	Camden	Abrahamson Business College	Charles M. Abrahamson.	1880	3	0
195	Elizabeth (321-323 Jefferson ave.)	Lansley Business College	James F. Lausley, Ph. D.	1872	2	1
196	Jersey City	Drake's Business College	William E. Drake	1884	6	3

* From 1891-92.

business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
139	101	37	26	122	45	22	14	18	8	16	7	42	17	$100	$50	6	10	21	158
106	53	10	5	75	....	100	10	6	43	.....	.....	.....	.....	50	20	6	12	.....	159
80	120	40	10	80	30	60	10	20	80	10	20	0	....	100	40	6–12	12	35	160
200	100	0	0	.....	....	175	25	30	70	0	0	0	0	40	.....	8	.....	50	161
75	35	.....	.....	.....	.....	50	20	25	15	.....	.....	.....	.....	50	.....	6–12	.....	16	162
180	20	15	....	80	15	162	5	5	15	15	7	....	....	65	15	8	15	42	163
160	0	0	0	160	0	160	0	0	0	160	0	10	0	.....	0	.....	.....	6	164
130	21	0	0	37	0	125	10	7	8	.....	.....	10	0	15	.....	3–4½	.....	55	165
260	....	6	....	.....	....	30	....	.....	....	40	....	.....	....	2–5	.....	.....	.....	5	166
7	1	0	0	6	....	4	....	3	1	7	1	0	0	30	.....	6	.....	0	167
125	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	168
600	500	....	....	400	....	180	40	80	35	.....	.....	.....	.....	50	.....	8	.....	44	169
200	....	.....	.....	190	....	40	....	20	....	.....	.....	10	....	150–250	.....	.....	.....	.....	170
167	85	78	10	75	40	121	51	15	80	40	23	11	29	80	40	6	9	37	171
193	77	0	0	.....	....	84	22	7	5	90	49	12	1	35	.....	6–8	0	20	172
215	90	70	15	60	30	134	51	22	98	.....	....	0	0	75	30	.....	.....	.....	173
175	....	0	....	170	....	80	....	0	....	120	....	0	....	50	.....	10	0	7	174
125	275	50	35	100	70	100	25	50	275	25	10	0	0	100	50	6	8	275	175
143	50	183	12	100	150	132	7	40	48	150	11	0	0	100	50	6	12	8	176
50	100	25	25	50	10	.....	.....	.....	.....	.....	.....	.....	.....	120	60	6	10	....	177
227	97	137	19	141	67	227	97	....	....	119	29	31	27	100	60	6–12	6–18	150	178
49	12	62	3	.....	....	42	3	19	11	48	12	....	....	100	30	6	12	26	179
850	150	850	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75	.....	8–15	.....	27	180
700	500	....	....	450	....	150	10	45	20	400	300	....	....	46	.....	12	.....	32	181
163	76	....	....	136	....	61	7	8	9	54	27	....	....	120	.....	11	.....	10	182
80	75	35	28	65	30	40	18	40	50	25	12	4	1	90	75	9	15	15	183
125	50	35	15	.....	....	110	65	30	20	.....	....	5	0	50	25	6	18	36	184
100	78	15	10	.....	....	88	37	40	50	31	20	0	0	90	.....	9	.....	51	185
50	36	20	15	30	15	40	32	20	29	.....	....	0	0	50	40	6	6	36	186
465	99	71	26	.....	....	463	38	68	92	.....	.....	.....	.....	60	25	6	18	66	187
40	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	6	.....	.....	188
450	300	75	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	20	9	.....	66	189
300	135	0	0	250	0	110	90	45	55	40	20	0	0	50	.....	12	.....	38	190
110	120	....	....	.....	....	56	6	3	7	.....	.....	.....	.....	36	.....	12	.....	3	191
74	28	.....	.....	.....	.....	74	28	.....	.....	.....	.....	.....	4	.....	.....	7	.....	33	192
38	11	0	0	24	0	17	7	14	5	13	6	0	4	80	.....	.....	.....	24	193
60	40	75	50	90	120	125	50	20	30	.....	.....	.....	.....	80	50	4–6	6–10	195	194
20	22	14	9	35	20	25	6	7	27	.....	.....	0	0	80–160	80–160	5–10	5–10	16	195
67	71	132	34	.....	.....	109	4	34	91	75	0	0	0	90	25	10–20	14–21	20	196

TABLE 25.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	NEW JERSEY—cont'd.					
197	Newark	Coleman National Business College.	H. Coleman	1862	5	3
198	Newark (764–766 Broad st.)	New Jersey Business College	C. T. Miller	1874	7	2
199	Trenton	Stewart Business College*	Thomas J. Stewart	1883	7	2
200	....do	Trenton Business College	A. J. Rider	1865	7	2
	NEW YORK.					
201	Albany	Albany Business College	John R. Carnill	1857	9	6
202	Binghamton	The Lowell Business College	J. E. Bloomer	1859	4	2
203	....do	The Riley Business College and Institute of Shorthand.	J. F. Riley, A. M	1886	2	6
204	Brooklyn	Long Island Business College	Henry C. Wright	1873	7	3
205	....do	St. James Commercial School	Rev. Jeremiah Brosnan	1853	9	1
206	Buffalo	Buffalo Business University*	C. Johnson	1886	3	2
207	....do	Caton's National Business College	M. J. Caton	1889	5	1
208	Elmira	School of Commerce	S. C. Estey	1880	4	3
209	Fort Plain	Porter Business College	Myron J. Michael, A. M		4	0
210	Geneva	Geneva Business Training College	A. E. Mackey	1880	3	2
211	Hornellsville	Hornellsville Business and Shorthand College.	Herman C. Ford	1885	2	1
212	Ithaca	Wyckoff's Phonographic Institute	Mrs. M. A. Adritt	1867	0	3
213	Jamestown	Jamestown Business College	H. E. V. Porter	1886	5	0
214	Lima	Genesee Business College	Geo. Swayze	1876	2	1
215	New York	The College of Commerce	Frank H. Ruscoe	1888	1	1
216	....do	Packard's Business College	S. S. Packard	1858	11	5
217	New York (62 Bowery).	Paine's Business College	Rutherford & Howell	1849	3	1
218	New York (107 W. 34th st.).	The Pain Uptown Business College.	H. W. Bemington	1872	3	3
219	New York	Walworth Business and Stenographic College.	G. S. Walworth, J. C. Walworth.	1883	4	0
220	Olean	Westbrook Commercial College	E. D. Westbrook	1882	3	1
221	Peekskill	Westchester County Institute	Charles Unteveine	1877	3	1
222	Rochester	Rochester Business University	A. S. Osburn, S. C. Williams.	1863	8	2
223	Troy	Troy Business College	Thos. H. Shields	1861	10	2
	NORTH CAROLINA.					
224	Littleton	Littleton High School and Business Institute.	L. W. Bagley	1880	8	1
225	Oak Ridge	Oak Ridge Institute	J. A. & M. H. Holt	1875	4	3
	NORTH DAKOTA.					
226	Fargo	Fargo College	R. A. Beard, D. D		4	3
227	Grand Forks	Northwestern College of Commerce.	Swengel & Hayes	1889	3	1
	OHIO.					
228	Ashland	Ashland University	C. W. Mykrantz	1889	5	3
229	Canfield	Northeastern Ohio Normal Collge.	J. A. Cummins	1881	6	3
230	Canton	The Canton Business College	William Feller	1875	4	1
231	Cincinnati	R. M. Bartlett's Business College*.	C. M. Bartlett	1834	4	5
232	....do	The Nelson Business College	Richard Nelson	1856	5	4
233	Cleveland	Ohio Business University	Jerome W. Lawler	1886	3	2
234	Columbus	Columbus Business College*	W. J. Hudson	1863	14	12
235	....do	Mann's College of Shorthand and Typewriting.	E. G. Mann	1891	1	1
236	....do	Zanerian Art College	C. P. Zaner and E. W. Bloser.	1888	2	0

* From 1891–92.

business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
198	45	....	....	.....	....	.....	....	8	21	.....	.....	.....	...	$85	.....	6	.....	....	197
140	80	75	9	125	50	200	50	20	34	215	89	0	0	75	$28	12	16	50	198
207	82	120	52	225	98	194	18	23	85	100	40	0	0	75	30	10	15	23	199
203	119	150	32	.....	....	.....	....	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	....	200
580	210	68	27	318	65	508	60	110	207	.....	....	.....	...	100	50	6	12	....	201
163	34	78	16	62	34	97	5	18	27	.....	....	38	2	100	50	6	12	78	202
80	130	30	48	90	40	40	24	20	100	50	30	....	...	40	25	3–4	6–12	105	203
231	123	241	61	.....	....	215	16	25	98	.....	.....	.....	...	120	35	12	24	76	204
700	....	0	0	520	0	150	0	....	0	200	0	0	0	2	.....	36	0	10	205
313	121	106	42	213	94	376	95	43	68	.....	....	0	0	75	45	8	12	88	206
200	100	60	25	200	75	150	50	15	85	60	25	.....	...	75	75	9	18	135	207
150	200	....	....	.....	....	125	75	50	100	.....	....	10	5	40	15	5	7	175	208
47	20	0	0	53	0	35	15	6	4	.....	....	0	0	60	0	9	0	6	209
20	15	12	3	30	10	20	5	5	10	5	3	1	1	50	25	4–6	6–10	22	210
63	77	22	19	41	5	31	34	25	40	0	0	5	0	40–60	20–30	6–8	12–16	95	211
8	12	....	....	12	....	.....	....	.....	.....	.....	.....	.....	...	*a* 30	.....	5–10	.....	....	212
69	51	0	0	70	0	53	15	16	36	0	0	0	0	50	0	6	0	32	213
67	16	....	....	.....	....	42	3	5	7	0	0	0	0	50	0	5	0	17	214
28	22	30	15	25	20	15	10	15	10	0	0	0	0	120	60	6	9	50	215
500	160	0	0	.....	....	475	15	25	145	0	0	0	0	198	0	10–12	0	64	216
209	32	101	27	.....	....	105	23	54	80	60	47	0	0	88	88	12	12	83	217
239	80	121	40	52	22	223	38	29	57	75	58	0	0	50–96	50–70	9	12	37	218
55	50	28	2	60	15	43	3	40	49	0	0	0	0	75	75	6	8–9	10	219
73	27	0	0	60	0	64	9	6	14	0	0	12	4	120	.....	6	.....	16	220
26	22	0	0	40	....	15	4	....	....	23	7	.....	...	60	.....	9	.....	6	221
400	100	40	25	.....	....	.....	....	25	75	50	25	0	0	150	30	6	.....	....	222
413	205	115	87	207	169	165	42	47	116	159	83	29	19	100	30	6	12	102	223
281	....	....	....	204	....	83	....	31	....	193	....	18	...	35	.....	30	.....	....	224
210	19	....	....	160	....	80	2	30	3	80	2	18	2	50	.....	5	.....	28	225
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	...	.....	30	.....	.....	....	226
60	32	14	8	38	11	49	8	13	28	12	4	0	0	50	30	7	10	....	227
43	51	0	0	59	....	20	15	0	0	.....	.....	0	0	50	.....	20	.....	23	228
110	83	....	....	100	....	15	3	9	3	91	79	.....	...	30	.....	6	.....	25	229
84	96	72	31	.....	....	133	51	23	76	.....	.....	.....	...	100	60	5	9	59	230
185	150	42	10	.....	....	.....	....	.....	.....	.....	.....	.....	...	75	75	6	12	....	231
209	208	....	....	.....	....	.....	....	.....	.....	0	0	....	0	.....	.....	.....	.....	....	232
140	62	....	....	.....	....	130	71	54	27	86	45	.....	...	45	35	8	12	80	233
700	200	300	200	200	200	150	100	100	178	75	45	15	2	50	30	12	12	250	234
40	80	30	20	75	40	0	0	40	80	0	0	0	0	120	60	8	10	227	235
75	25	....	....	30	....	.....	....	.....	.....	.....	.....	.....	...	90	.....	12	.....	12	236

a For 3 months.

TABLE 25.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
237	Delaware	National Pen Art Hall and Business College.	G. W. Michael	1870	8	1
238	Dayton	Miami Commercial College	A. D. Wilt	1860	3	2
239	Findlay	Findlay Business College*	J. N. Woolfington	1883	3	1
240	Germantown	Twin Valley College (actual business school).	Owan G. Brown	1886	2	1
241	Hopedale	Buchanan Business Institute*	W. Buchanan	1885	3	1
242	Mansfield	Ohio Business College	J. W. Sharp, Ph. D	1886	3	1
243	Massillon	Masillon Actual Business College.	C. H. Kilgore	1886	2	1
244	Newark	Newark Business College	S. L. Beeney	1885	1	1
245	Oberlin	Oberlin Business College	J. T. Henderson	1874	3	2
246	Springfield	Nelson's Business College	R. J. Nelson	1881	2	1
247	do	Van Sickle's Practical Business College.	John W. Van Sickle, LL. D.	1871	1	0
248	do	Williss College of Shorthand	F. W. Williss	1880	1	2
249	Tiffin	Commercial Department of Heidelberg University	J. A. Christman	1889	1	1
250	Toledo	Davis's Toledo Business College	M. H. Davis	1882	3	2
251	do	Steadman Business College and Shorthand School	A. H. Steadman	1890	4	1
252	Wooster	Bixler's Business College	Gideon Bixler	1886	1	3
253	Youngstown	The Normal Business College	F. T. McEvoy	1885	3	2
254	Zanesville	Zanesville Business College	O. S. Johnson	1866	3	2
	OREGON.					
255	Baker City	Baker City Normal and Business College.*	J. J. Sturgill	1887	2	0
256	Portland	Holmes Business College	G. Holmes	1887	2	2
257	do	Portland Business College	A. P. Armstrong	1866	5	2
258	Salem	Capital Business College	W. I. Staley	1887	2	1
	PENNSYLVANIA.					
259	Allentown	American Business College	O. C. Darney	1889	8	1
260	do	Allentown Business College	W. L. Blackman	1869	2	
261	Bethlehem	Bethlehem Business College and Institute of Shorthand and Typewriting.	P. D. Odenwalder	1888	5	1
262	Corry	Corry Business College	C. A. Twining	1889	2	1
263	Easton	Easton College of Business	C. L. Free	1870	2	
264	Erie	Clark's Business College	H. C. Clark	1883	9	3
265	do	Erie Shorthand and Business College.*	E. J. Coburn	1888	3	1
266	Harrisburg	Keystone Business College	H. O. Bernhardt	1889	2	0
267	Hazleton	Hazleton Business College	G. R. Stouffer	1889	2	1
268	McKeesport	Gressly College	Edwin Gordon	1888	7	3
269	Lancaster	Keystone Business College	H. C. Ulmer and P. H. Keller.	1890	3	0
270	do	Lancaster Business College	H. C. Weidler	1880	3	
271	Meadville	Bryant, Stratton & Smith	A. W. Smith	1865	5	1
272	Philadelphia	Pierce School of Business and Shorthand.	Thomas M. Pierce, M. A., Ph. D.	1865	36	5
273	do	Palms's Business College*	Theodore W. Palms	1885	41	0
274	Pittsburg	Actual Business College	Matt J. Conner	1881	5	
275	do	Curry Business College, Curry School of Shorthand.	H. M. Rowe	1860	4	3
276	do	Duff's Mercantile College	W. H. Duff	1840	8	0
277	Pottsville	Commercial School (public school)	G. A. Transen	1890	1	
278	Reading	Interstate Commercial College	H. Y. Stoner	1885	8	0
279	do	Reading Business College and Scientific Academy.	D. B. Brunner	1880	3	1

* From 1891-92.

business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
402	180	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	298	237
720	40	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	238
79	33	15	11	75	15	53	15	6	18	20	0	0	0	$70	.....	4–6	.....	70	239
.....	....	8	4	.....	....	8	4	.....	.....	.....	.....	.....	.....	35	.....	10	.....	3	240
29	21	30	35	.....	....	20	15	10	5	40	46	0	0	40	.....	10	.....	18	241
40	42	34	10	65	35	62	21	17	25	40	31	0	0	50	$30	6	12	35	242
60	35	....	....	45	....	28	27	20	25	.....	.....	.....	.....	60	.....	6	.....	28	243
125	25	40	10	30	6	100	12	.....	.....	.....	.....	.....	.....	35	35	4	6	62	244
107	43	....	....	69	11	13	19	.....	.....	.....	.....	.....	.....	75	.....	6	.....	....	245
93	7	....	....	.....	....	100	....	.....	.....	.....	.....	.....	.....	100	.....	6	.....	....	246
.....	.....	.....	.....	20	5	15	15	0	0	0	0	0	0	50	25	6	12	0	247
63	62	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	12	.....	....	248
14	10	....	....	.....	....	14	10	.....	.....	.....	.....	.....	.....	50	.....	8	.....	8	249
400	200	75	25	200	75	425	50	25	50	15	10	....	....	40–50	10	6	3	100	250
137	88	76	9	.....	....	169	34	44	63	.....	.....	0	0	50	10	6	.....	....	251
150	74	....	....	54	....	110	92	31	30	40	35	0	0	60–75	.....	8–24	.....	31	252
157	80	50	15	100	15	100	20	20	50	37	10	0	0	78	48	8	12	85	253
95	40	15	10	.....	....	50	25	5	15	.....	.....	.....	.....	45	30	4–6	8–10	107	254
30	10	35	6	35	37	32	7	0	5	3	2	0	0	60	40	6	12	27	255
100	100	....	....	150	....	75	50	75	50	25	40	....	....	90	.....	18	.....	15	256
334	110	....	....	250	....	310	45	24	65	60	25	0	0	60	.....	6–9	100	....	257
80	20	12	4	.....	....	74	6	6	12	1	3	0	0	100	84	6–7	.....	15	258
205	76	90	16	100	50	221	20	45	61	34	6	18	2	50–75	35–50	10	20	17	259
39	6	32	2	25	15	.....	....	8	4	67	2	....	....	50	25	3–6	.....	....	260
90	60	40	10	140	45	60	15	50	25	.....	.....	.....	.....	100	80	7	12	180	261
26	30	27	11	.....	....	45	24	7	13	.....	.....	.....	.....	72	30	5–8	10–16	29	262
48	18	25	7	40	20	70	20	10	15	.....	.....	0	0	50	20	10	6	12	263
450	225	60	30	200	35	400	170	180	200	60	25	0	0	.....	.....	.....	.....	80	264
75	70	40	20	60	20	30	2	15	25	10	13	0	0	100	50	6–8	12–18	....	265
30	14	9	7	26	13	0	0	0	0	0	0	0	0	60	35	0	0	0	266
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	267
57	34	93	11	70	35	63	12	9	11	73	16	0	0	.....	.....	.....	.....	23	268
45	20	20	3	12	9	30	7	38	5	6	2	0	0	50	30	7	8	10	269
60	30	18	12	80	27	65	25	20	10	78	42	....	....	50	20	6	8	24	270
200	141	.....	....	250	50	90	40	30	21	45	30	....	....	50	10	10	6	26	271
590	247	442	86	454	337	952	206	102	140	0	0	0	0	120	50	9	12	163	272
150	30	50	10	180	60	.....	.....	.....	.....	.....	.....	.....	.....	*a* 50	.....	5	.....	110	273
110	80	38	27	70	40	75	40	20	55	38	2	15	10	50	50	4–6	8–12	65	274
320	175	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	85	.....	6	.....	68	275
500	200	100	75	250	150	600	275	175	150	.....	.....	.....	.....	50	50	.....	.....	400	276
19	13	27	9	27	27	23	12	17	17	.....	.....	.....	.....	Free.	Free.	10	.....	17	277
51	25	32	14	25	18	50	17	13	18	23	3	0	0	87	36	7	.....	10	278
90	20	51	10	55	24	58	18	....	....	83	12	....	....	40	30	8	16	24	279

a Scholarship.

TABLE 25.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5	6
	PENNSYLVANIA—con'd					
280	Scranton	Woods Business College and School of Shorthand.	F. E. Wood	1886	6	6
281	Shamokin	Shamokin Business College	W. F. Magee	1888	5	0
282	Union City	Luce's Commercial College*	Rev. N. R. Luce	1877	1	2
283	Wilkesbarre	Wilkesbarre Business College	G. W. Williams and W. A. Bellingham.	1885	3	1
284	Williamsport	Potts Shorthand College	J. G. Henderson	1882	3	0
285	do	Williamsport Commercial College*	F. M. Allen	1866	4	0
286	York	Bacheldor's Business College*	J. M. Bacheldor	1886	1	0
	RHODE ISLAND.					
287	East Greenwich	Greenwich Business College	Francis D. Blakeslee, D. D.	.....	1	1
288	Providence	Providence Bryant & Stratton Business College.	Theo. B. Stowell	1863	8	3
289	do	Scholfield's Commercial College	Albert G. Scholfield	1846	4	2
290	do	Spencerian Business College	George W. Spencer, jr.	1885	5	4
	SOUTH CAROLINA.					
291	Charleston	Charleston Mercantile School	C. H. Bergmann	1868	1	0
	SOUTH DAKOTA.					
292	Sioux Falls	Sioux Falls Business College	G. C. Christopherson	1884	3	0
	TENNESSEE.					
293	Benton	Benton Academy and Business College.*	I. J. Woods	1890	2	1
294	Chattanooga	Mountain City Business College	J. E. and E. L. Wiley	1886	2	2
295	Knoxville	Knoxville Business College	J. T. Johnson	1885	3	0
296	Memphis	W. T. Watson's Business College*	W. T. Watson	1864	5	2
297	Nashville	Draughon's Consolidated Practical Business College.	J. F. Draughon	1889	9	2
298	do	Jennings's Business College	R. W. Jennings	1884	4	....
	TEXAS.					
299	Austin	Capital Business College	O. G. Neumann	1883	6	1
300	do	Walden's Texas Business College	L. R. and C. E. Walden.	1886	4	1
301	Dallas	King's Business College	J. H. King	1878	3	1
302	do	Metropolitan Business College	J. H. Gillespie	1888	6	1
303	Denison	National Commercial College of Denison.	J. D. Hassell	1891	4	2
304	Fort Worth	Fort Worth (Tex.) Business College.*	F. P. Preuitt	1875	4	1
305	Galveston	Galveston Business University	J. F. Smith	1892	1	2
306	Omen	Summer Hill Business College	A. W. Orr	1888	4	0
307	Paris	Texas Business College	J. A. Baker	1888	2	0
308	San Marcos	Lone Star Business College	M. C. McGee	1887	2	1
309	Thorp Spring	Commercial Department of Add-Ran University.	A. C. Easley, L. B	1890	2	3
	UTAH.					
310	Salt Lake City	Stiehl's Business College	Leon P. W. Stiehl	1889	4	9
	VERMONT.					
311	Burlington	Burlington Business College	E. G. Evans	1878	2	1
312	Lyndon Center	Lyndon Commercial College	Walter E. Raeyer, A. M.	1883	2	2

* From 1891-92.

business colleges, 1892–93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892–93.	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
456	154	280	30	460	290	640	150	48	102	84	37	.....	.....	$50	$30	10	16	179	280
71	25	104	10	36	58	80	4	42	20	53	11	0	0	65	36	4–8	10–15	14	281
22	10	30	25	30	45	50	15	.....	.....	.....	.....	.....	.....	30	10	9	3	12	282
60	40	54	3	70	35	110	28	4	15	0	0	0	0	100	40	6	12	24	283
97	49	27	43	75	29	.....	.....	.....	.....	.....	.....	.....	.....	120	96	4–6	6–9	.....	284
150	50	0	0	75	0	100	25	25	25	0	0	0	0	25	.....	4	.....	.....	285
15	6	6	0	12	5	18	6	4	6	0	0	0	0	40	20	5–8	13	.....	286
79	23	0	0	55	0	30	6	6	4	49	23	0	0	35	.....	10	.....	12	287
213	171	0	0	188	.....	210	91	4	86	0	0	0	0	100	.....	10	.....	95	288
125	41	24	10	150	26	92	14	2	24	55	13	.....	.....	.....	.....	.....	.....	52	289
24	31	56	29	.....	.....	64	30	16	30	.....	.....	0	0	60	60	6–12	12–24	.....	290
.....	.....	25	0	.....	24	24	0	.....	.....	.....	.....	.....	.....	.....	36	.....	4–12	3	291
100	25	50	25	60	20	125	10	30	35	0	0	0	0	50	20	3	6	35	292
60	65	0	0	9	0	14	0	3	2	0	0	0	0	50	0	8	0	11	293
100	50	.....	.....	50	.....	80	10	5	55	90	60	.....	.....	80	20	6	10	13	294
125	25	.....	.....	50	.....	125	25	.....	.....	.....	.....	.....	.....	100	.....	6	.....	20	295
231	69	0	0	142	26	242	58	58	0	0	0	0	0	95	50	6	12	55	296
250	50	65	10	140	45	210	25	35	30	.....	.....	15	2	120	100	4	10	140	297
125	3	.....	.....	30	.....	30	3	.....	.....	.....	.....	.....	.....	50	.....	3–4	.....	113	298
165	33	38	6	96	22	145	30	22	16	26	8	18	4	70	25	10	.....	51	299
175	75	25	10	125	15	150	50	50	35	.....	.....	10	6	50	40	6	10	.....	300
200	58	25	10	65	15	35	10	8	12	7	3	.....	.....	50	35	6	10	13	301
237	82	18	.....	100	15	152	10	103	72	.....	.....	.....	.....	50	50	5	12	58	302
103	40	14	6	125	12	43	3	12	24	36	25	7	4	50	50	4–8	.....	15	303
280	60	80	20	100	40	200	30	150	20	0	0	0	0	50	40	10	20	53	304
87	86	.....	.....	30	20	.....	.....	.....	.....	.....	.....	0	0	120	72	6–12	12–24	0	305
30	0	0	0	.....	.....	15	0	3	1	0	0	0	0	30–40	.....	4	.....	.....	306
40	5	.....	.....	20	5	40	5	2	1	5	0	0	0	100	40	6	12	20	307
101	24	17	5	30	10	95	17	.....	.....	65	21	21	1	65	35	6	10	7	308
85	42	.....	.....	105	.....	26	5	6	2	.....	.....	.....	.....	50	.....	6–12	.....	5	319
958	664	958	664	.....	.....	623	405	552	519	318	182	0	0	100	50	10	20	86	310
78	28	25	4	50	15	44	21	7	20	37	7	.....	.....	40–56	10	6–10	.....	12	311
44	12	.....	.....	.....	.....	44	12	.....	.....	.....	.....	.....	.....	30	.....	10	.....	18	312

TABLE 25.—*Statistics of commercial and*

	State and post-office.	Name.	Executive officer.	Year of opening.	Instructors.	
					Male.	Female.
	1	2	3	4	5	6
	VERMONT—cont'd.					
313	Rutland	Rutland English and Classical Institute and Business College.	G. W. Perry and O. H. Perry.	1889	3	5
314	Waterbury Center	Green Mountain Seminary and Menard Commercial College.	Rev. C. H. Richardson, A. B.	1869	3	6
	VIRGINIA.					
315	Norfolk	Norfolk Business College	J. W. Patton.	1889	0	1
316	Richmond	Smithdeal Bnsiness College	G. M. Smithdeal	1867	3	1
317	Roanoke	National Business College	J. W. Cline and A. M. Cassel.	1890	2	1
318	Stuart	Stuart Normal College	E. C. McCants	1887	3	2
	WASHINGTON.					
319	Spokane	Spokane Business College	John R. Cassin	1887	3	....
320	Tacoma	Tacoma Business College and School of Shorthand.	John W. Tait	1887	4	4
321	Walla Walla	Empire Business College	Merwin Pugh	1887	1	2
	WEST VIRGINIA.					
322	Wheeling	Wheeling Business College, School of Phonography.	J. M. Frasher	1860	4	1
	WISCONSIN.					
323	Appleton	Deland's Business College	O. P. De Land	1883	....	2
324	Chippewa Falls	Chippewa Falls Business College*.	C. H. Howeison	1887	2	0
325	Fond du Lac	Fond du Lac Commercial College*.	Salem D. Mann	1866	1	1
326	Green Bay	Green Bay Business College	Jno. N. McCann	1864	3	2
327	Madison	Northwestern Business College	R. G. Deming and J. C. Proctor.	1856	5	0
328	Marinette	Marinette Business College	M. M. Higley	1891	2	1
329	Merrill	Northwestern College of Commerce.	Chas. B. Browning	1892	2	1
330	Milwaukee	Charles Mayer's Commercial College.	Charles Mayer	1876	7	5
331	do	Spencerian Business College	Robert C. Spencer	1863	5	3
332	do	Wisconsin Business University	H. M. Wilmot	1881	6	2
333	Sheboygan	Sheboygan Business College	M. C. Patten	1887	5	1
334	Waukesha	Waukesha Business College	William A. Pierce, Ph. B., LL. B.	1892	2	0
335	West Superior	Burnett Business College and Institute.	O. Burnett	1890	3	1

* From 1891-92.

business colleges, 1892-93—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Annual charge for tuition.		Months necessary for graduation.		Graduates in 1892-93	
Day course.		Evening course.																	
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	13	8	5	36	12	19	10	15	8	.....	.....	0	0	$75	$38	18	.....	11	313
55	57	1	0	60	1	9	1	5	3	35	25	0	0	24	20	27	27	7	314
100	25	25	0	20	10	75	20	25	5	2	0	0	0	50	18	6	12	50	315
112	35	27	5	42	19	104	5	30	34	0	0	3	3	.....	.....	4-6	12-14	13	316
25	5	15	5	25	10	25	13	5	10	.....	.....	.....	.....	50	50	6	10	10	317
100	140	10	3	35	8	20	5	6	10	85	112	0	0	60	40	5	.....	7	318
312	71	29	6	.....	.....	322	19	17	46	341	77	.....	.....	.....	.....	.....	.....	.....	319
135	92	33	6	96	18	90	72	30	16	81	55	4	2	120	60	6	9-12	38	320
60	20	20	5	40	10	50	20	20	10	15	12	.....	.....	13, 20, 25	9, 12, 15	5-9	.....	3	321
368	134	154	18	125	75	308	48	26	80	188	24	.....	.....	45	45	6	12	61	322
55	27	12	4	.....	.....	35	25	8	11	3	1	.....	.....	70	20	9-10	.....	10	323
60	40	10	8	75	12	50	25	8	17	0	0	0	0	65	16	6	.....	25	324
43	21	18	7	26	12	24	28	5	10	14	8	0	0	40	25	6	10	16	325
136	45	20	...	85	12	105	10	5	16	.....	.....	.....	.....	60	25	12	24	19	326
107	100	22	7	150	25	51	11	15	20	42	26	0	0	55	40	6	.....	33	327
93	52	.....	.....	.....	.....	74	13	20	38	.....	.....	.....	.....	100	.....	6	.....	.....	328
65	20	40	8	35	25	40	5	15	10	10	5	0	0	75	40	6	12	0	329
327	59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	330
157	19	66	2	.....	.....	223	21	17	72	0	0	0	0	100	35	10	.....	16	331
38	47	55	34	38	45	41	41	42	42	87	87	3	5	75	60	4-6	6-8	.....	332
44	16	45	2	29	46	79	16	5	9	10	2	0	0	80	40	6	12	62	333
4	16	3	15	.....	.....	1	1	6	30	0	0	0	0	84	72	4	6	0	334
40	60	25	30	35	20	40	50	10	40	12	10	2	2	50	25	6	12	25	335

TABLE 26.—*Summary of statistics of State institutions for the deaf, 1892-93.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial departments.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1892-1893.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	49	263	363	626	219	46	206	4,538	3,737	8,275	2,441	287	380	3,429	279	71,963	$13,899	$10,160,160	$1,736,926	$1,980,576
North Atlantic division	14	63	159	222	140	35	79	1,406	1,162	2,568	653	113	310	1,201	127	21,308	5,369	3,102,505	534,763	711,308
Massachusetts	1	0	2	2	1	1	1	18	8	26	17	0	0	0	0	300	0	15,000	5,245	6,233
Connecticut	1	6	10	16	4	0	3	87	62	149	95	0	.....	40	7	2,000	.....	250,000	.....	44,554
New York	7	37	93	130	93	34	54	811	675	1,486	1,215	97	310	847	70	10,570	4,869	1,376,263	323,033	374,078
New Jersey	1	3	7	10	4	.....	4	62	46	108	46	8	.....	52	.....	600	500	100,000	.....	42,256
Pennsylvania	4	17	47	64	38	0	17	428	371	799	380	8	0	302	50	7,838	.....	1,361,242	206,485	244,187
South Atlantic division	9	54	31	85	19	1	25	493	408	901	390	29	27	236	24	11,464	1,600	1,490,800	239,589	287,314
Maryland	2	9	10	19	3	1	6	76	57	133	68	5	15	57	5	2,735	700	290,000	33,892	41,125
District of Columbia	1	17	4	21	9	.....	1	93	47	140	111	8	0	6	12	3,750	.....	750,000	68,850	69,544
Virginia	1	7	2	9	1	0	5	47	45	92	27	0	0	25	0	250	100	150,000	35,000	36,000
West Virginia	1	5	2	7	1	0	5	43	47	90	12	0	0	41	3	828	0	85,800	33,302	34,207
North Carolina	1	7	3	10	1	0	2	87	97	184	20	16	0	18	0	1,800	.....	75,000	41,545	45,000
South Carolina	1	3	4	7	2	.....	2	62	43	105	26	.....	.....	23	3	800	.....	55,000	.....	18,667
Georgia	1	4	3	7	1	0	1	57	50	107	76	0	0	57	1	1,200	700	70,000	17,000	32,771
Florida	1	2	3	5	1	0	3	28	22	50	50	0	12	9	0	101	100	15,000	10,000	10,000
South Central division	8	41	35	76	15	1	37	595	513	1,108	211	8	0	527	11	4,336	3,750	1,132,000	189,534	208,471
Kentucky	1	8	8	16	5	0	5	108	87	195	55	.....	0	40	2	1,650	1,000	186,000	44,784	44,784
Tennessee	1	4	4	8	1	.....	4	114	96	210	16	.....	.....	18	.....	500	200	150,000	30,000	30,000
Alabama	1	5	3	8	2	.....	5	53	57	110	30	.....	0	35	0	300	.....	100,000	21,750	21,750
Mississippi	1	6	3	9	2	.....	4	41	49	90	20	.....	.....	78	4	.....	.....	70,000	17,180	17,180
Louisiana	1	4	3	7	1	0	3	34	32	66	10	0	0	77	.....	300	.....	300,000	14,000	14,500
Texas	2	10	8	18	3	.....	8	157	108	265	48	4	.....	100	.....	800	150	257,000	58,320	48,457
Arkansas	1	4	6	10	1	1	8	88	84	172	32	4	0	179	5	786	600	75,000	3,500	31,800

South Central division	12	81	121	202	37	6	54	1,791	1,469	3,260	997	113	23	1,337	96	32,001	3,180	3,568,855	657,540	650,885
Ohio	1	10	16	26	3	0	5	215	208	423	137	0	0	123	13	3,000	500	750,000	102,300	92,268
Indiana	1	12	9	21	1	0	4	180	162	342	68	0	0	100	18	3,800	500	521,100	83,500	72,385
Illinois	1	11	24	35	9	0	6	287	203	490	250	.....	.....	54	12	12,883	300	400,000	105,000	105,000
Michigan	1	7	15	22	3	0	7	180	176	356	99	0	0	159	8	2,742	300	420,255	60,643	53,608
Wisconsin	1	7	8	15	5	.....	6	120	90	210	57	.....	.....	95	4	1,600	100	110,000	40,000	41,617
Minnesota	1	5	9	14	4	1	5	147	105	252	115	38	0	180	7	1,383	480	271,000	47,000	47,000
Iowa	1	8	10	18	2	0	.....	176	146	322	52	0	.....	208	12	2,000	.....	500,000	57,000	57,000
Missouri	1	8	10	18	2	0	7	209	141	350	68	68	0	248	0	1,420	900	262,600	62,362	67,362
North Dakota	1	2	2	4	1	1	2	22	14	36	12	5	0	19	0	125	.....	20,000	14,750	14,750
South Dakota	1	1	1	2	1	0	2	21	19	40	6	0	12	20	6	160	.....	.....	12,350	12,260
Nebraska	1	4	6	10	5	4	5	85	77	162	93	42	11	24	9	1,461	75	118,500	30,635	30,635
Kansas	1	6	11	17	1	.....	5	149	128	277	40	0	0	107	7	1,427	25	196,000	42,000	52,000
Western division	6	24	17	41	8	3	11	253	185	438	190	24	20	128	21	2,854	0	860,000	115,500	122,598
Colorado	1	6	5	11	3	1	3	50	51	101	66	18	20	32	3	500	.....	195,000	x40,000	a45,000
New Mexico	1	1	0	1	0	0	0	8	1	9	0	0	0	0	0	250	0	5,000	3,000	3,000
Utah	1	2	3	5	1	.....	3	37	18	55	.....	.....	.....	37	0	50	.....	100,000	10,000	10,000
Washington	1	2	3	5	1	1	2	36	27	63	21	5	.....	17	6	.....	.....	100,000	.....	.....
Oregon	1	2	2	4	1	1	1	21	21	42	17	1	0	7	0	0	0	10,000	9,000	9,000
California	1	11	4	15	2	0	2	101	67	168	86	0	0	35	12	2,054	.....	450,000	53,500	55,598

a Includes the blind.

TABLE 27.—*Statistics of State institutions for the deaf, 1892-93.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department.—Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1892-93.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala	Alabama Institute for the Deaf	J. H. Johnson, jr., A. M.	5	3	2	....	5	53	57	30	....	0	0	Carpentry (15), printing (20).
2	Little Rock, Ark	Arkansas Deaf-Mute Institute	Frank B. Yates	4	6	1	1	8	88	84	32	4	0	5	Wood carving (8), drawing (60), printing (16), tailoring (15), gardening (23), sewing and fancy work (35), typewriting (12).
3	Berkeley, Cal	Deaf, Dumb, and Blind Asylum	Warring Wilkinson	11	4	2	0	2	101	67	86	0	0	12	Carpentry and joinery (17), printing (18).
4	Colorado Springs, Colo.	Institute for the Education of the Mute and Blind.	John E. Ray, A. M	6	5	3	1	3	50	51	66	18	20	3	Carpentry and joinery (10), printing (12), baking (10).
5	Hartford, Conn	The American Asylum, for the Education and Instruction of the Deaf and Dumb.	Job Williams	6	10	4	0	3	87	62	95	0	....	7	Carpentry and joinery (22), shoemaking (18).
6	Washington, D. C	Columbia Institution for the Deaf and Dumb.	Edward Miner Gallaudet, LL. D.	17	4	9	....	1	93	47	111	8	0	12	Carpentry and joinery (6).
7	St. Augustine, Fla	The Institute for the Blind and Deaf and Dumb.	Henry N. Feckel	2	3	1	0	3	28	22	50	0	12	0	Carpentry and joinery (4), printing (5).
8	Cave Spring, Ga	Georgia Institution for the Education of the Deaf and Dumb.*	W. O. Conner	4	3	1	0	1	57	50	76	0	0	1	Shoemaking (57).
9	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and Dumb.	S. T. Walker, M. A	11	24	9	0	6	287	203	250	....	....	12	Carpentry and joinery (20), shoemaking (16), printing (18).
10	Indianapolis, Ind	Indiana Institution for the Education of the Deaf and Dumb.†	Richard O. Johnson	12	9	1	0	4	180	162	68	0	0	18	Carpentry and joinery (55), shoemaking (20), printing (25).
11	Council Bluffs, Iowa	Iowa School for the Deaf	Henry W. Rothert	8	10	2	0	....	176	146	52	0	....	12	Carpentry and joinery (26), shoemaking (32), printing (40), baking (3), broom making (6), sewing (55), cooking (30), dressmaking (16).
12	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.†	S. T. Walker	6	11	1	....	5	149	128	40	0	0	7	Carpentry and joinery (50), shoemaking (15), printing (22), other trades (20).
13	Danville, Ky	Kentucky Institution for Deaf-Mutes.	W. K. Argo		8	5	0	5	108	87	55	....	0	2	Carpentry and joinery (13), shoemaking (13), printing (14).
14	Baton Rouge, La	Louisiana Institution for the Deaf and Dumb.*	John Jastremski	4	3	1	0	3	34	32	10	0	0	....	Carpentry and joinery (12), shoemaking (12), printing (15), other trades (38).

15	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	Frederick D. Morrison	3	1	0	0	2	10	7	0	0	0	0	Chair caning (10), mattress making (1).
16	Frederick, Md	Maryland School for the Deaf and Dumb.	Charles W. Ely	6	9	3	1	4	66	50	68	5	15	5	Carpentry and joinery (14), shoemaking (21), printing (11).
17	Beverly, Mass	New England Industrial School*	Nellie H. Swett	0	2	1	1	1	18	8	17	0	0	....	
18	Flint, Mich	Michigan School for the Deaf	Francis D. Clarke, A. M.	7	15	3	0	7	180	176	99	0	0	8	Carpentry and joinery (31), shoemaking (25), printing (21), tailoring (32), dressmaking (46), baking (4).
19	Faribault, Minn	Minnesota School for the Deaf	Charles P. Gillett, acting superintendent.	5	9	4	1	5	147	105	115	38	0	7	Carpentry and joinery (13), shoemaking (28), printing (34), tailoring (45), sewing and dressmaking (60).
20	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	6	3	2	....	4	41	49	20	....	....	4	Farming (15), sewing, cutting, and fitting (49), cooking (7), carpentry and joinery (2), printing (5).
21	Fulton, Mo	Missouri School for Deaf and Dumb.	James N. Tate, A. M.	8	10	2	0	7	209	141	68	63	0	0	Tailoring (26), baking (4), sewing (91), dress cutting and dressmaking (39), carpentry and joinery (43), shoemaking (27), printing (18).
22	Omaha, Nebr	The Nebraska Institute for the Deaf and Dumb.	John A. Gillespie	4	6	5	4	5	85	77	93	42	11	9	Carpentry and joinery (10), printing (14).
23	Trenton, N. J	New Jersey School for Deaf-Mutes.	Weston Jenkins	3	7	4	....	4	61	62	46	8	....	....	Carpentry and joinery (14), shoemaking (13), printing (16), china printing (4), wood carving (5).
24	Santa Fe, N. Mex	New Mexico Asylum for the Deaf, Dumb, and Blind.	Lars M. Larson	1	0	0	0	0	8	1	0	0	0	0	
25	Buffalo, N. Y	Le Coureulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke.	3	16	11	2	7	79	68	140	7	40	20	Carpentry (2), shoemaking (5), printing (12), tailoring (12), chair caning (12), cooking (20), dressmaking (8), sewing (40).
26	Fordham, N. Y	St. Joseph's Institute for Improved Instruction of Deaf-Mutes.	Ernestine Nardin	1	26	25	25	7	160	200	200	60	....	6	Carpentry and joinery (16), shoemaking (12), printing (19), baking (1), farming (1), dressmaking (43), tailoring (9).
27	Malone, N. Y	Northern New York Institution for Deaf-Mutes.	Henry C. Rider	7	5	4	3	4	58	38	51	....	0	0	Shoemaking (5), printing (10), dressmaking (18), tailoring (4).
28	New York (Lexington ave. bet. Sixty-seventh and Sixty-eighth sts.), N. Y.	Institution for the Improved Instruction of Deaf-Mutes.	D. Greene	9	13	22	....	5	109	104	213	15	64	23	Woodworking (53), metal work (53), clay modeling (14), oil painting (15), cooking (28), dressmaking (18).
29	New York, N. Y	New York Institution for the Instruction of the Deaf and Dumb.	Enoch Henry Currier, M. A.	7	12	12	2	13	231	118	349	15	119	12	Carpentry and joinery (33), shoemaking (15), printing (29), art (21), baking (2), cooking (24), dressmaking (9), gardening (3), plain sewing (52), shirt making (11), tailoring (21), typewriting (14).
30	Rochester, N. Y	Western New York Institution for Deaf-Mutes. *	Z. F. Westervelt	5	16	13	2	2	97	75	172	0	65	1	Carpentry and joinery (7), printing (16), other trades (17).

* From 1891-92.

† From 1890-91.

TABLE 27.—*Statistics of State institutions for the deaf, 1892–93*—Continued.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department.—Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1892–93.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
31	Rome, N. Y.	Central New York Institution for Deaf-Mutes.	Edward Beverly Nelson, B. A.	5	5	6	....	6	77	72	90	....	22	8	Carpentry and joinery (16), shoemaking (16), printing (20), engraving (16), drawing (41).
32	Raleigh, N. C.	North Carolina Institution for the Deaf and Dumb and the Blind.	W. J. Young	7	3	1	0	2	87	97	20	16	0	0	Shoemaking (18).
33	Devils Lake, N. Dak.	School for the Deaf of North Dakota.	A. R. Spear	2	2	1	1	2	22	14	12	5	0	0	Sewing and housekeeping (14), printing (5).
34	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.*	Stephen R. Clark	10	16	3	0	5	215	208	137	0	0	13	Shoemaking (45), printing (39), other trades (39).
35	Salem, Oreg.	Oregon School for Deaf-Mutes	Benjamin Irving	2	2	1	1	1	21	21	17	1	0	0	Printing (4), broom making (3).
36	Edgewood Park, Pa.	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	William N. Burt	5	8	2	0	5	107	99	73	0	0	2	Carpentry and joinery (16), shoemaking (16), printing (11).
37	Philadelphia (Belmont and Monument ave.), Pa.	Home for the Training in Speech of Deaf Children before they are of School Age.	Mary S. Garrett	....	3	3	....	....	16	16	32	8	....	....	
38	Mount Airy, Philadelphia, Pa.	The Pennsylvania Institution for the Deaf and Dumb.	A. L. Crouter, A. M.	11	30	27	....	10	278	232	275	....	0	48	Carpentry and joinery (24), shoemaking (55), printing (30), tailoring (60), dressmaking (120), painting and glazing (10).
39	Scranton, Pa.	Pennsylvania Oral School for the Deaf.	Mary B. C. Brown	1	6	6	0	2	27	24	....	....	0	0	
40	Cedar Spring, S. C.	South Carolina Institution for the Education of the Deaf and the Blind.	Newton F. Walker	3	4	2	....	2	62	43	26	....	....	3	Shoemaking (8), printing (15).
41	Sioux Falls, S. Dak.	South Dakota School for the Deaf*	W. H. Holland	1	1	1	0	2	21	19	6	0	12	6	Printing (5), other trades (15).
42	Knoxville, Tenn.	Tennessee Deaf and Dumb School.	Thomas L. Moses	4	4	1	....	4	114	96	16	....	....	....	Shoemaking (16), printing (21).
43	Austin, Tex.	Texas Deaf, Dumb, and Blind Institution for Colored Youth.	W. H. Holland	1	2	1	....	2	23	18	8	4	....	....	Shoemaking (13).
44	Austin, Tex.	Texas Deaf and Dumb Asylum	W. A. Kendall	9	6	3	....	6	134	90	40	....	....	....	Carpentry and joinery (5), shoemaking (13), printing (20), art (30), bookbinding (9).
45	Salt Lake City, Utah	Utah School for the Deaf	Frank W. Metcalf	2	3	1	....	3	37	18	....	....	....	....	Carpentry and joinery (10), shoemaking (3), printing (6), sewing (18).

46	Staunton, Va.....	The Virginia Institution for the Education of the Deaf and Dumb, and of the Blind.	Thomas S. Doyle.....	7	2	1	0	5	47	45	27	0	0	0	Carpentry and joinery (6), shoemaking (5), printing (10), tailoring (4).
47	Vancouver, Wash ..	Washington School for Defective Youth.	James Watson.....	2	3	1	1	2	36	27	21	5	....	6	Shoemaking (7), printing (7), hammock making (3).
48	Romney, W. Va.....	West Virginia Schools for the Deaf and the Blind.	C. H. Hill.....	5	2	1	0	5	43	47	12	0	0	3	Carpentry and joinery (2), shoemaking (10), printing (10), tailoring (19).
49	Delevan, Wis.....	The Wisconsin School for the Deaf.	John W. Swiles.....	7	8	5	....	6	120	90	57	....	....	4	Carpentry and joinery (24), shoemaking (47), printing (21), baking (3).

* From 1891–92.

TABLE 28.—*Statistics of State institutions for the deaf, 1892–93.*

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Alabama Institution for the Deaf	300	$218	.....	$100,000	$21,750	.....	.....	$21,750
2	Arkansas Deaf-Mute Institute	786	200	$600	75,000	.....	$3,500	$1,800	30,000
3	Deaf, Dumb, and Blind Asylum	2,054	250	.....	450,000	53,500	.....	.....	a 55,598
4	Institute for the Education of the Mute and Blind	500	250	.....	195,000	a 38,000	a 2,000	a 5,000	a 40,000
5	The American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb.	2,000	.....	.....	250,000	.....	.....	.....	44,554
6	Columbian Institution for the Deaf and Dumb	3,750	455	.....	750,000	61,000	7,850	5,848	63,696
7	The Institute for the Blind and Deaf and Dumb	101	167	100	15,000	10,000	.....	500	9,500
8	Georgia Institution for the Education of the Deaf and Dumb*	1,200	198	700	70,000	17,000	.....	15,290	17,481
9	Illinois Institution for the Education of the Deaf and Dumb	12,883	216	300	400,000	105,000	.....	5,000	100,000
10	Indiana Institution for the Education of the Deaf and Dumb†	3,800	199	500	521,100	83,500	.....	13,605	58,780
11	Iowa School for the Deaf	2,000	.....	.....	500,000	57,000	.....	.....	57,000
12	Kansas Institution for the Education of the Deaf and Dumb*	1,427	176	25	196,000	42,000	.....	9,500	42,500
13	Kentucky Institute for Deaf-Mutes	1,650	210	1,000	186,000	44,784	0	6,727	38,057
14	Louisiana Institution for the Deaf and Dumb*	300	200	.....	300,000	14,000	.....	500	14,000
15	Maryland School for the Colored Blind and Deaf	260	233	.....	35,000	7,000	1,892	307	6,909
16	Maryland School for the Deaf and Dumb	2,475	241	700	255,000	25,000	.....	5,913	27,996
17	Industrial School for Deaf-Mutes	300	.....	0	15,000	2,000	3,245	1,727	4,506
18	Michigan School for the Deaf	2,742	189	300	420,255	56,100	4,543	1,348	52,260
19	School for the Deaf	1,383	225	480	271,000	47,000	0	2,000	45,000
20	Institution for the Education of the Deaf and Dumb	.....	.....	.....	70,000	17,180	.....	750	16,430
21	Missouri School for the Deaf and Dumb	1,420	200	900	262,000	62,362	.....	5,000	62,362
22	The Nebraska Institute for the Deaf and Dumb	1,461	189	75	118,500	30,635	.....	.....	30,635
23	New Jersey School for Deaf-Mutes	600	300	500	100,000	42,256	.....	.....	42,256
24	New Mexico Asylum for the Deaf, Dumb, and Blind	250	200	0	5,000	3,000	.....	500	2,500
25	Le Conteleux St. Mary's Institution for the Improved Instruction of Deaf-Mutes	663	226	.....	154,560	29,184	.....	1,293	27,834
26	St. Joseph's Institute for Improved Instruction of Deaf-Mutes	800	242	.....	268,974	.....	78,152	5,510	72,642
27	Northern New York Institution for Deaf-Mutes	179	296	600	80,000	36,037	.....	4,470	31,271
28	Institution for the Improved Instruction of Deaf-Mutes	1,000	290	769	166,729	51,521	7,261	7,880	9,198
29	New York Institution for the Instruction of the Deaf and Dumb	6,128	340	3,500	456,000	80,197	.....	12,174	95,367
30	Western New York Institution for Deaf-Mutes*	1,500	287	.....	125,000	40,781	.....	716	39,455
31	Central New York Institution for Deaf-Mutes	300	317	.....	125,000	.....	.....	25,000	41,258
32	North Carolina Institution for the Deaf and Dumb and the Blind	1,800	165	.....	75,000	40,000	1,545	5,000	40,000
33	School for the Deaf of North Dakota	125	180	.....	20,000	14,750	.....	6,500	8,250

* From 1891–92. † 1890–91. a Includes the blind.

34	Ohio Institution for the Education of the Deaf*	3,000	.....	500	750,000	93,107	9,193	5,725	86,543
35	Oregon School for Deaf-Mutes	0	214	0	10,000	9,000	.....	.....	9,000
36	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	1,313	245	.....	233,742	65,279	.....	14,510	44,304
37	Home for the Training in Speech of Deaf Children before they are of School Age	.....	*b* 6	.....	30,000	8,320	.....	21,000	7,000
38	The Pennsylvania Institution for the Deaf and Dumb	6,500	260	.....	1,000,000	96,000	.....	.....	124,068
39	Pennsylvania Oral School for the Deaf	25	249	.....	97,500	18,136	18,750	20,582	12,723
40	South Carolina Institution for the Education of the Deaf and the Blind	800	.....	.....	55.000	.....	.....	1,350	17,317
41	South Dakota School for Deaf-Mutes*	160	299	.....	.....	12,350	.....	.....	12,260
42	Tennessee Deaf and Dumb School	500	175	200	150,000	30,000	.....	1,500	28,500
43	Texas Deaf, Dumb, and Blind Institution for Colored Youth	.....	176	.....	37,000	9,000	.....	.....	9,000
44	Texas Deaf and Dumb Asylum	800	174	150	220,000	49,320	.....	394	39,063
45	Utah School for the Deaf	50	182	.....	100,000	10,000	.....	.....	10,000
46	The Virginia Institution for the Education of the Deaf and Dumb and of the Blind	250	250	100	150,000	35,000	.....	1,000	35,000
47	Washington School for Defective Youth	.....	.....	.....	100,000	.....	.....	.....	.....
48	West Virginia Schools for the Deaf and the Blind	828	232	0	85,800	31,143	2,159	4,408	19,799
49	The Wisconsin School for the Deaf	1,600	198	100	110,000	40,000	.....	1,731	39,886

* From 1891–92. † 1890–91. *a* Includes the blind. *b* Per week.

TABLE 29.—*Summary of statistics of public day schools for the deaf, 1892-93.*

Division and State.	Number of schools.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1892-93.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	12	6	40	46	38	27	4	218	200	418	309	54	20	120	3	1,050	$175	$223,500	$35,263	$42,417
North Atlantic Division	3	0	23	23	23	23	3	104	108	212	155	46	10	116	3	829	100	168,500	26,572	30,552
Maine	1	....	7	7	7	7	....	25	22	47	47	12	0	.....	3	.....	.....	.....	.....	.....
Massachusetts	1	0	10	10	10	10	3	50	58	108	108	34	0	96	0	692	100	118,500	11,572	11,552
Rhode Island	1	0	6	6	6	0	0	29	28	57	.....	.....	10	20	.....	137	.....	50,000	15,000	19,000
North Central Division	9	6	17	23	15	4	1	114	92	206	154	8	10	4	0	221	75	55,000	8,691	11,865
Ohio	3	1	4	5	3	0	0	30	29	59	20	7	10	0	0	100	.....	40,000	3,000	3,000
Indiana	1	.....	.....	.....	.....	.....	.....	6	4	10	.....	.....	.....	.....	.....	30	.....	.....	.....	.....
Illinois	1	3	4	7	4	4	1	28	22	50	48	.....	.....	4	.....	.....	.....	.....	.....	.....
Wisconsin	3	1	7	8	7	0	0	34	23	57	57	1	0	1	0	91	75	15,000	5,691	6,825
Missouri	1	1	2	3	1	0	0	16	14	30	29	0	.....	.....	.....	.....	.....	.....	.....	2,040

TABLE 30.—*Statistics of public day schools for the deaf, 1892–93.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department. Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1892–93.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Chicago (159 West Monroe st.), Ill.	Chicago Day Schools for the Deaf	H. C. Hammond	3	4	4	4	1	28	22	48	....	....	....	Carpentry and joinery (4).
2	Evansville, Ind	Evansville Day School for the Deaf	Paul Lange	....	....	....	....	....	6	4	....	....	....	....	
3	Portland, Me	Portland School for the Deaf	Ellen A. Burton	....	7	7	7	....	25	22	47	12	0	3	
4	Boston (178 Nowberry st.), Mass.	Horace Mann School for the Deaf*	Sarah Fuller	0	10	10	10	3	50	58	108	34	0	0	Printing (16); other trades (80).
5	St. Louis (Ninth st. and Washington ave.), Mo.	St. Louis Day School for the Deaf	James H. Cloud	1	2	1	0	0	16	14	29	0	....	....	
6	Cincinnati (97 West Ninth st.), Ohio.	Oral School for the Deaf	Virginia A. Osborn	0	3	3	0	0	8	12	20	7	0	0	
7	Cincinnati, Ohio	Cincinnati Public School for the Deaf	Caroline Fesenbeck	0	1	....	....	....	6	6	....	....	....	....	
8	Cleveland (corner Rockwell and Bond sts.), Ohio.	Cleveland Day School for the Deaf	J. H. Geary	1	....	....	....	....	16	11	....	....	10	....	
9	Providence (East ave., corner Cypress st.), R. I.	Rhode Island Institute for the Deaf	Laura De L. Richards	0	6	6	0	0	29	28	....	....	10	....	Sewing (20).
10	La Crosse, Wis	Public School for the Deaf	Albert Hardy	0	1	0	0	0	2	4	6	1	....	....	
11	Milwaukee, Wis	Milwaukee Day School for the Deaf	Paul Binner	1	5	6	0	0	27	17	44	....	....	0	
12	Wausau, Wis	Oral School for the Deaf	William R. Moss	0	1	1	0	0	5	2	7	....	0	0	

* From 1891–92.

TABLE 31.—*Statistics of public day schools for the deaf, 1892–93.*

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Chicago Day Schools for the Deaf								
2	Evansville Day School for the Deaf	30	$75		$5,000	$750			$750
3	Portland School for the Deaf								
4	Horace Mann School for the Deaf*	692	133	$100	118,500	11,572		$726	10,826
5	St. Louis Day School for the Deaf		68						2,040
6	Oral School for the Deaf	100	125		40,000	3,000		200	2,800
7	Cincinnati Public School for the Deaf		67						800
8	Cleveland Day School for the Deaf								
9	Rhode Island School for the Deaf	137			50,000	15,000		4,000	15,000
10	Public School for the Deaf		149			950			875
11	Milwaukee Day School for the Deaf	85	125	75	15,000	5,200	0	0	5,200
12	Wausau Oral School for the Deaf	6	78	0		491		0	550

* From 1891–92.

TABLE 32.—*Summary of statistics of private schools for the deaf, 1892-93.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1892-93.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	19	15	69	85	50	21	21	302	309	611	452	30	48	168	31	3,085	$2,425	$185,177	$27,938	$56,591
North Atlantic Division	6	2	30	32	27	8	3	101	104	205	205	12	32	75	11	1,973	500	120,177	25,538	50,759
Massachusetts	2	1	22	23	18	4	3	70	68	138	138	0	12	75	9	1,973	500	120,177	17,763	43,118
Connecticut	1	1	2	3	3	0	.....	11	18	29	29	.....	14	.....	2	.....	.....	.....	5,075	5,075
New York	3	0	6	6	6	4	0	20	18	38	38	12	6	0	0	.....	.....	.....	2,700	2,566
South Atlantic Division	1	2	2	4	4	0	0	18	10	28	28	.....	.....	.....	5	.....	1,800	40,000	2,400	.....
Maryland	1	2	2	4	4	0	0	18	10	28	28	.....	.....	.....	5	.....	1,800	40,000	2,400	.....
South Central Division	1	1	6	2	7	7	7	13	13	26	.....	.....	.....	.....	.....	100	100	5,000	0	4,000
Louisiana	1	1	6	2	7	7	7	13	13	26	.....	.....	.....	.....	.....	100	100	5,000	0	4,000
North Central Division	11	10	31	41	22	6	11	170	182	352	219	18	16	93	17	1,012	25	20,000	0	2,432
Ohio	3	1	3	4	3	0	0	26	18	44	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	2	0	14	14	7	0	0	51	54	105	103	7	16	50	0	150	.....	.....	.....	.....
Michigan	1	3	0	3	3	0	0	16	26	42	42	0	0	.....	8	400	25	20,000	0	2,432
Wisconsin	1	5	3	8	2	1	6	30	12	42	21	1	0	18	9	.....	.....	.....	.....	.....
Minnesota	1	0	4	4	4	4	3	22	25	47	40	6	0	11	0	.....	.....	.....	.....	.....
Iowa	1	1	0	1	0	0	0	2	3	5	0	0	0	0	0	.....	.....	.....	.....	.....
Missouri	2	0	7	7	3	1	2	23	44	67	10	4	.....	14	.....	462	.....	.....	.....	.....

TABLE 33.—*Statistics of private schools for the deaf, 1892-93.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Industrial department—Trades taught and number pursuing.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Articulation.	Aural development.	Kindergarten.	Graduates in 1892-93.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Mystic, Conn.	Whipple Home School for the Deaf.	Mrs. Margaret W. Hammond.	1	2	3	0	....	11	18	29	....	14	2	The older boys are taught farming; the girls housekeeping and sewing.
2	Chicago, Ill.	Ephpheta School for the Deaf*	Mary C. Hendrick	....	7	7	0	0	34	38	72	0	0	0	
3	Chicago, (6550 Yale ave.), Ill.	McCowan Oral School for Young Deaf Children.	Mary McCowan	0	7	0	0	0	17	14	31	7	16	0	Typewriting (10), sloyd (20), sewing (50).
4	Dubuque, Iowa	Eastern Iowa School for the Deaf	De Coursey French	1	0	0	0	0	2	3	0	0	0	0	
5	Chinchuba, La.	Chinchuba Institute for the Deaf*	Rev. H. Mignot	1	6	2	7	7	13	13	....	....	.....	.....	
6	Baltimore, Md.	F. Knapp's English and German Institute*	F. Knapp	2	2	4	0	0	18	10	28	....	.....	5	
7	Northampton, Mass.	Clarke Institution for Deaf-Mutes	Caroline A. Yale	1	18	15	....	3	64	62	126	....	0	4	Carpentry and joinery (25), wood carving (50).
8	West Medford, Mass.	Sarah Fuller Home for Little Children who can not Hear.	Eliza L. Clark	0	4	3	4	0	6	6	12	0	12	5	
9	North Detroit, Mich.	Evangelical Lutheran Deaf and Dumb Asylum.	H. Uhlig	3	0	3	0	0	16	26	42	0	0	8	Farming, horticulture, and housework are pursued by the greater part of the scholars.
10	St. Paul, Minn.	St. Paul's Institute*	Miss Nardin	0	4	4	4	3	22	25	40	6	0	0	Printing (5), other trades (6).
11	St. Louis (1849 Cass ave.), Mo.	Maria Consilia Deaf-Mute Institute	Sister Mary Adele	....	6	3	1	2	15	36	10	4	.....	.....	Printing (6), Dressmaking (8).
12	St. Louis, Mo.	Miss Kugler's Oral School for Deaf-Mutes*	Miss L. Kugler	0	1	0	0	0	8	8	0	0	0	0	
13	Pine Hills, Albany, N. Y.	Albany Home School for the Oral Instruction of the Deaf.	Miss Aima M. Black	....	2	.....	.....	.....	9	7	16	3	6	.....	
14	New York (27 East 46th st.), N. Y.	Miss Keeler's Articulation Class for Deaf Mutes.†	Miss Sarah Warren Keeler.	0	2	2	1	0	5	4	9	2	0	0	
15	New York (243 West 21st st.). N. Y.	Warren Articulation School	Miss Lillie Eginton Warren.	....	4	4	3	....	6	7	13	7	.....	.....	
16	Cincinnati, Ohio	Notre Dame School for the Deaf†	Sister M. of the Sacred Heart, S. N. D.	0	2	2	0	0	8	8	0	0	0	0	
17	Cleveland, Ohio	Cleveland School for the Deaf*	J. H. Geary	1	1	1	....	....	9	6	13	0	0	0	
18	Toledo, Ohio	Toledo Deaf Mute School*	Georgiana Miller	.....	.....	.....	.....	.....	9	4	....	....	.....	.....	
19	St. Francis, Wis.	St. John's Catholic Deaf-Mute Institute	Rev. M. M. Gerend	5	3	2	1	6	30	12	21	1	0	9	Shoemaking (2), wood-carving (16).

* From 1891-92. † From 1890-91.

TABLE 34.—*Statistics of private schools for the deaf, 1892–93.*

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Whipple Home School for the Deaf					$5,075			$5,075
2	Ephpheta School for the Deaf*	150							
3	McCowan Oral School for Young Deaf Children								
4	Eastern Iowa School for the Deaf								
5	Chinchuba Institute for the Deaf*	100	$20	$100	$5,000	0	0	$1,000	3,000
6	F. Knapp's English and German Institute*			1,300	40,000	1,200	$1,200		
7	Clarke Institution for Deaf-Mutes	1,973		500	114,277		17,763	4,044	37,918
8	Sarah Fuller Home for Little Children who can not Hear		400		5,900	0	0	0	5,200
9	German Evangelical Lutheran Deaf and Dumb Asylum	400	91	25	20,000	0	0	175	2,357
10	St. Paul's Institute*								
11	Maria Consilia Deaf-Mute Institute	462				0	0		
12	Miss Kugler's Oral School for Deaf-Mutes†								
13	Albany Home School for the Oral Instruction of the Deaf		260			2,700			2,566
14	Miss Keeler's Articulation Class for Deaf-Mutes*								
15	Warren Articulation Class								
16	Notre Dame School for the Deaf†								
17	Cleveland School for the Deaf*								
18	Toledo Deaf-Mute School*								
19	St. John's Catholic Deaf-Mute Institute								

* From 1891–92.

† From 1890–91.

TABLE 35.—*Summary of statistics of State institutions for the blind, 1892–93.*

Division and State.	Number of institutions.	Instructors.					Pupils.									Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Industrial department.	Graduates in 1892-93.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	35	139	209	348	131	91	1,884	1,614	3,498	517	1,589	1,783	333	2,307	113	77,045	$21,810	$6,189,436	$975,538	$1,005,920
North Atlantic Division	5	28	64	92	41	23	441	373	814	154	308	433	96	431	44	26,753	7,889	1,465,374	224,866	296,085
Massachusetts	1	13	22	35	17	7	115	89	204	64	79	121	17	104	8	13,761	.....	437,000	55,145	112,383
New York	2	11	27	38	14	8	203	171	374	52	149	194	74	211	2	7,237	5,889	763,568	129,148	116,132
Pennsylvania	2	4	15	19	10	8	123	113	236	38	80	118	5	116	34	5,755	2,000	264,806	40,573	67,570
South Atlantic Division	8	36	23	59	24	16	270	210	480	14	214	297	24	284	10	6,690	550	795,800	164,194	91,604
Maryland	2	10	6	16	4	5	74	51	125	14	21	13	12	81	8	1,845	0	295,000	29,892	29,318
Virginia	1	6	2	8	4	3	31	25	56	0	25	40	0	60	0	250	.....	175,000	a 35,000	.....
West Virginia	1	2	2	4	2	2	13	23	36	0	16	26	0	15	1	673	0	85,800	33,302	33,207
North Carolina	1	6	6	12	6	2	61	52	113	.....	6	80	6	66	.....	2,400	.....	75,000	40,000	5,000
South Carolina	1	3	1	4	2	3	30	20	50	.....	46	38	6	20	1	.....	.....	55,000	.....	.....
Georgia	1	6	4	10	5	.....	53	35	88	.....	88	88	0	30	.....	1,500	500	95,000	16,000	14,079
Florida	1	3	2	5	1	1	8	4	12	0	12	12	0	12	0	22	50	15,000	10,000	10,000
South Central Division	8	24	38	62	26	22	367	352	719	108	358	337	49	480	20	11,285	5,950	787,000	157,410	173,241
Kentucky	1	4	5	9	3	2	61	63	124	25	124	62	8	52	9	2,500	5,000	125,000	34,934	28,508
Tennessee	1	3	8	11	9	4	53	37	90	20	85	65	10	115	6	2,000	100	100,000	19,500	23,000
Alabama	1	5	5	10	3	2	30	32	62	0	62	50	6	58	0	675	350	75,000	14,050	14,050
Mississippi	1	1	4	5	1	5	20	15	35	0	25	15	0	45	0	800	.....	75,000	3,500	3,700
Louisiana	1	3	4	7	2	2	12	7	19	0	14	18	0	13	0	800	0	40,000	16,800	15,500
Texas	2	3	7	10	6	4	116	108	224	45	31	92	9	127	5	3,910	.....	172,000	51,930	52,787
Arkansas	1	5	5	10	2	3	75	90	165	18	27	35	16	70	.....	600	500	200,000	16,696	35,606
North Central Division	10	46	74	120	35	27	725	616	1,341	217	666	606	139	1,029	36	28,567	7,171	2,391,262	329,568	339,391
Ohio	1	9	10	19	7	4	129	99	228	33	140	101	37	238	7	3,215	750	700,000	59,428	59,428
Indiana	1	6	7	13	3	4	71	79	150	41	76	52	14	87	0	2,484	4,100	469,638	33,000	32,730
Illinois	1	7	11	18	5	5	147	94	241	30	50	100	20	178	0	3,021	171	213,874	40,000	66,868
Michigan	1	3	6	9	3	2	48	29	77	18	22	44	10	91	4	1,848	200	169,900	21,000	16,453
Wisconsin	1	2	11	13	3	4	59	44	103	8	54	37	6	49	1	2,250	100	162,850	82,020	41,256

Minnesota	1	1	2	3	3	2	33	30	63	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30,296
Iowa	1	6	7	13	4	2	85	84	169	38	109	78	20	173	4	3,500	500	150,000	30,000	30,000
Missouri	1	6	8	14	5	2	56	61	117	24	82	85	22	52	10	10,128	350	250,000	26,000	26,000
Nebraska	1	4	6	10	.....	.....	50	50	100	25	40	65	10	115	0	1,171	500	75,000	18,900	18,900
Kansas	1	2	6	8	2	2	47	46	93	0	93	44	0	46	10	950	500	200,000	19,200	17,260
Western Division	4	5	10	15	5	3	81	63	144	24	43	110	25	83	3	3,750	250	750,000	99,500	105,599
Colorado	1	2	5	7	1	2	33	24	57	24	14	57	25	43	0	1,000	.....	195,000	a 40,000	a 40,000
Washington	1	0	1	1	1	0	4	5	9	.....	5	4	0	2	2	.....	.....	100,000	.....	.....
Oregon	1	1	2	3	2	1	11	13	24	0	4	20	0	38	0	300	250	5,000	6,000	10,000
California	1	2	2	4	1	0	33	21	54	0	20	29	0	0	1	2,450	.....	450,000	53,500	55,598

a Includes the deaf.

TABLE 36.—*Statistics of State institutions for the blind, 1892–93.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Industrial department—Trades taught and number pursuing.
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Graduates in 1892–93.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala.	Alabama Academy for the Blind	Carleton Mitchell	5	5	3	2	30	32	0	62	50	6	0	Mattress making (10), chair caning (23), other trades (15).
2	Little Rock, Ark.	Arkansas School for the Blind*	J. R. Harvey	5	5	2	3	75	90	18	27	35	16	....	Typewriting (16), broom making (39), mattress making (16), chair caning (9), other trades (6).
3	Berkeley, Cal.	Deaf, Dumb, and Blind Asylum	Warring Wilkinson	2	2	1	0	33	21	0	20	29	0	1	
4	Colorado Springs, Colo.	Institute for the Education of the Mute and the Blind.	John E. Ray, A. M.	2	5	1	2	33	24	14	57	25	0	0	Typewriting (6), broom making (25), mattress making (7), chair caning (5).
5	St. Augustine, Fla.	The Institution for the Blind and Deaf and Dumb.	Henry N. Felkel	3	2	1	1	8	4	0	12	12	0	0	Typewriting (10), other trades (2).
6	Macon, Ga.	Georgia Academy for the Blind†	W. D. Williams	6	4	5	....	53	35	....	88	88	0	....	Broom making (10), mattress making (10), chair caning (10).
7	Jacksonville, Ill.	Illinois Institution for the Education of the Blind.*	Frank H. Hall	7	11	5	5	147	94	30	50	100	20	0	Typewriting (70), broom making (48), mattress making (2), chair caning (46), other trades (12).
8	Indianapolis, Ind.	Indiana Institute for the Education of the Blind.	E. E. Griffith	6	7	3	4	71	79	41	76	52	14	0	Typewriting (12), broom making (20), mattress making (28), chair caning (28).
9	Vinton, Iowa	Iowa College for the Blind	T. F. McCune	6	7	4	2	85	84	38	109	78	20	4	Typewriting (3), chair caning (6), sewing (19), fancy work (65), knitting (80).
10	Kansas City, Kans.	Kansas Institution for the Education of the Blind.*	Lapier Williams	2	6	2	2	47	46	0	93	44	0	10	Broom making (31), other trades (15).
11	Louisville, Ky	Kentucky Institution for the Education of the Blind.	Benj. B. Huntoon	4	5	3	2	61	63	25	124	62	8	0	Broom making (23), mattress making (10), chair caning (29).
12	Baton Rouge, La.	Louisiana Institution for the Education of the Blind and Industrial Home for the Blind.*	W. F. N. Magruder	3	4	2	2	12	7	0	14	18	0	0	Broom making (7), mattress making, (2), chair caning (4).
13	Baltimore, Md.	Maryland School for the Blind	Frederick D. Morrison	6	5	3	3	58	45	14	....	....	12	7	Typewriting (4), broom making (7), mattress making (9), chair caning (23), other trades (19).
14	Baltimore (649 West Saratoga st.), Md.	Maryland School for Colored Blind and Deaf.	Frederick D. Morrison	4	1	1	2	16	6	....	21	13	0	1	Mattress making (5), chair caning (14).
15	South Boston, Mass.	Perkins Institution and Massachusetts School for the Blind.	M. Anagnos	13	22	17	7	115	89	64	79	121	17	8	Typewriting (14), mattress making (8), chair caning (48), sloyd (48).

16	Lansing, Mich.....	Michigan School for the Blind.....	Edward P. Church....	3	6	3	2	48	29	18	22	44	10	4	Typewriting (15), broom making (47), sewing (29).
17	Faribault, Minn....	Minnesota School for the Blind †....	James A. Dow, A. M..	1	2	3	2	33	30	....	....	....	....	....	
18	Jackson, Miss.....	Institution for the Blind of Mississippi.	Dr. Peter Fairly.....	1	4	1	5	20	15	0	25	15	0	0	Broom making (15), mattress making (15), chair caning (15).
19	Nebraska City, Nebr.	Nebraska Institution for the Blind *.	C. D. Rakestraw.....	4	6	....	....	50	50	25	40	65	10	0	Typewriting (30), broom making (25), chair caning (10), other trades (45).
20	St. Louis (Nineteenth and Morgan sts.), Mo.	Missouri School for the Blind*.....	Jno. T. Sibley, A. M., M. D.	6	8	5	2	56	61	24	82	85	22	10	Typewriting (26), broom making (41), chair caning (7), other trades (19).
21	Batavia, N. Y.....	New York State Institution for the Blind.	Frederick R. Place...	5	8	5	2	89	58	12	9	88	24	2	Broom making (9), mattress (11), chair caning (32), other trades (48).
22	New York, N. Y....	The New York Institution for the Blind.*	W. B. Wait.....	6	19	9	6	114	113	40	140	106	50	....	Typewriting (50), mattress making (10), chair caning (60).
23	Raleigh, N. C.....	North Carolina Institution for the Deaf and Dumb and the Blind.	W. J. Young.....	6	6	6	2	61	52	....	6	80	6	....	Broom making (23), mattress making (21), chair caning (22).
24	Columbus, Ohio.....	The Ohio Institution for the Education of the Blind.	Dr. S. S. Burrows.....	9	10	7	4	129	99	33	140	101	37	7	Typewriting (103), broom making (38), chair caning (22), beadwork (70).
25	Salem, Oreg.....	Oregon Institute for the Blind.....	E. S. Ballinger.....	1	2	2	1	11	13	0	4	20	0	0	Typewriting (20), housework (18).
26	Philadelphia, Pa....	The Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen.....	3	11	9	7	107	101	38	59	99	5	31	Typewriting (28), broom making (31,) mattress making (8), chair caning (49), other trades (254).
27	Pittsburg (333 Forty-second st.), Pa.	Western Pennsylvania Institution for the Blind.*	H. B. Jacobs.....	1	4	1	1	16	12	....	21	19	0	0	
28	Cedar Springs, S. C..	South Carolina Institution for the Education of the Deaf and the Blind.	Newton F. Walker....	3	1	2	3	30	20	....	46	38	6	1	Broom making (10), mattress making (8), chair caning (12).
29	Nashville, Tenn.....	Tennessee School for the Blind.....	David Lipscomb, jr...	3	8	9	4	53	37	20	85	65	10	6	Typewriting (15), broom making (40), mattress making (30), chair caning (30).
30	Austin, Tex.....	Texas Institution for the Education of the Blind.	Frank Rainey.....	2	5	5	3	87	84	33	5	75	9	5	Typewriting (4), broom making (42), mattress making (19), chair caning (26), sewing (20), crochet work (20).
31	.....do	Texas Deaf, Dumb, and Blind Institute for Colored Youth.	Wm. H. Holland.....	1	2	1	1	29	24	12	26	17	0	0	
32	Staunton, Va.....	The Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	Thomas S. Doyle.....	6	2	4	3	31	25	0	25	40	0	0	Broom making (20), mattress making (20), chair caning (20).
33	Vancouver, Wash...	Washington School for Defective Youth.	James Watson.....	0	1	1	0	4	5	....	5	4	0	2	Other trades (2).
34	Romney, W. Va.....	West Virginia Schools for the Deaf and the Blind.	C. H. Hill.....	2	2	2	2	13	23	0	16	26	0	1	Broom making (7), mattress making (6), chair caning (2).
35	Janesville, Wis.....	The Wisconsin School for the Blind.	Lynn S. Pease.....	2	11	3	4	59	44	8	54	37	6	1	Typewriting (3), broom making (8), chair caning (15), hammock making (23).

* From 1891–92.

† From 1889–90.

TABLE 37.—*Statistics of State institutions for the blind, 1892-93.*

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Alabama Academy for the Blind	675	$227	$350	$75,000	$13,800	$250	$3,000	$11,050
2	Arkansas School for the Blind*	600	.....	500	200,000	13,196	3,500	.....	35,696
3	Deaf, Dumb, and Blind Asylum	2,450	250	.....	450,000	53,500	.....	.....	55,598
4	Institute for the Education of the Mute and the Blind	1,000	250	.....	195,000	a 38,000	a 2,000	.....	a 40,000
5	The Institution for the Blind and Deaf and Dumb	22	167	50	15,000	10,000	.....	500	9,500
6	Georgia Academy for the Blind†	1,500	168	500	95,000	16,000	.....	.....	14,079
7	Illinois Institution for the Education of the Blind*	3,021	.....	171	213,874	40,000	.....	25,731	41,137
8	Indiana Institution for the Education of the Blind	2,484	220	4,100	469,638	33,000	.....	3,000	29,730
9	Iowa College for the Blind	3,500	168	500	150,000	30,000	.....	.....	30,000
10	Kansas Institution for the Education of the Blind*	950	.....	500	200,000	19,200	.....	.....	17,260
11	Kentucky Institution for the Education of the Blind	2,500	230	5,000	125,000	34,934	.....	2,952	25,556
12	Louisiana Institution for the Education of the Blind and Industrial Home for the Blind.*	800	50	0	40,000	16,800	.....	.....	15,500
13	Maryland School for the Blind	1,645	260	0	260,000	21,000	.....	1,269	20,841
14	Maryland School for Colored Blind and Deaf	200	233	0	35,000	7,000	1,892	307	6,901
15	Perkins Institution and Massachusetts School for the Blind	13,761	.....	.....	437,000	30,000	25,145	42,270	70,113
16	Michigan School for the Blind	1,848	225	200	169,900	21,000	.....	.....	16,453
17	Minnesota School for the Blind†	.....	.....	.....	.....	.....	.....	15,148	15,148
18	Institution for the Blind of Mississippi	800	100	.....	75,000	3,500	.....	1,000	2,700
19	Missouri School for the Blind*	10,128	250	350	250,000	26,000	.....	6,820	19,180
20	Nebraska Institution for the Blind*	1,171	263	500	75,000	18,900	.....	.....	18,900
21	New York State Institution for the Blind	3,673	258	150	378,611	43,961	2,556	4,395	40,563
22	The New York Institution for the Blind*	3,600	287	5,739	384,957	82,631	.....	.....	71,174
23	North Carolina Institution for the Deaf and Dumb and the Blind	2,400	165	.....	75,000	40,000	.....	5,000	.....
24	Ohio Institution for the Education of the Blind	3,215	227	750	700,000	59,428	.....	10,798	48,630
25	Oregon Institution for the Blind	300	250	250	5,000	6,000	.....	5,000	5,000
26	The Pennsylvania Institution for the Instruction of the Blind	5,265	364	2,000	164,806	.....	28,263	4,303	60,740
27	Western Pennsylvania Institution for the Blind*	490	244	.....	100,000	6,155	6,155	488	6,830
28	South Carolina Institution for the Education of the Deaf and the Blind	.....	.....	.....	55,000	.....	.....	.....	.....
29	Tennessee School for the Blind	2,000	200	100	100,000	19,500	0	500	18,000
30	Texas Institution for the Education of the Blind	3,760	241	.....	135,000	42,930	0	1,497	41,290
31	Texas Deaf, Dumb, and Blind Institute for Colored Youth	150	170	0	37,000	9,000	.....	.....	9,000
32	The Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	250	.....	.....	a 175,000	a 35,000	.....	.....	.....
33	Washington School for Defective Youth	.....	.....	.....	100,000	.....	.....	.....	.....
34	West Virginia Schools for the Deaf and Blind	673	232	0	85,800	31,143	2,159	4,408	28,799
35	The Wisconsin School for the Blind	2,250	347	100	162,850	82,020	0	8,292	32,964

*From 1891-92. †From 1889-91. a Includes the deaf.

TABLE 38.—*Summary of statistics of State institutions for the feeble-minded, 1892–93.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Industrial department.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	17	21	140	161	111	395	3,362	2,974	6,336	1,363	785	1,229	$4,062,520	$1,023,766	$969,879
North Atlantic Division	7	5	60	65	34	172	1,355	1,423	2,778	252	207	407	1,431,122	456,664	359,890
Massachusetts	1	3	8	11	6	58	290	209	499	55	0	.....	252,025	71,184	66,036
New York	3	1	16	17	21	78	396	742	1,138	105	150	248	553,502	173,527	162,567
New Jersey	2	0	11	11	7	36	134	125	259	12	5	73	70,000	64,936	36,720
Pennsylvania	1	1	25	26	.....	.....	535	347	882	80	52	86	555,595	147,017	94,567
South Central Division	1	2	6	8	3	5	80	76	156	0	156	47	60,000	38,899	34,083
Kentucky	1	2	6	8	3	5	80	76	156	0	156	47	60,000	38,899	34,083
North Central Division	7	14	68	82	69	203	1,783	1,348	3,131	1,111	402	720	2,046,398	429,062	476,765
Ohio	1	2	21	23	13	40	593	375	968	968	251	152	685,555	209,348	129,266
Indiana	1	1	9	10	9	30	281	205	486	23	21	105	285,000	81,681	80,993
Illinois	1	2	10	12	6	49	330	276	606	50	32	173	254,985	80,896	93,553
Minnesota	1	2	9	11	3	52	178	174	352	25	54	229	184,858	57,650	31,922
Iowa	1	6	12	18	10	17	247	223	470	24	10	35	200,000	92,200	87,200
Nebraska	1	1	4	5	2	9	95	51	146	.....	.....	.....	86,000	36,038	34,500
Kansas	1	0	3	3	26	6	59	44	103	21	34	26	350,000	21,175	18,331
Western Division	2	0	6	6	5	15	144	127	271	.....	20	55	525,000	99,141	99,141
California	1	0	4	4	5	11	130	115	245	.....	20	54	325,000	99,141	99,141
Washington	1	0	2	2	0	4	14	12	26	.....	0	1	200,000	.....	.....

TABLE 39.—*Statistics of State institutions for the feeble-minded, 1892–93.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Industrial department—Trades taught and number pursuing.
				Male.	Female.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Kindergarten.	Music.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Glen Ellen, Cal	California Home for the Care and Training of Feeble-Minded Children.*	A. E. Osborne, M. D., Ph. D.	0	4	5	11	130	115	(a)	20	Farming and gardening (5), shoemaking (4), housework (14), other trades (31).
2	Lincoln, Ill	Illinois Asylum for Feeble-Minded	Ambrose M. Miller	2	10	6	49	330	276	50	32	Shoemaking (7), tailoring (9), laundry (32), lace making (9), farm and garden (40), sewing room (25), domestic duties (51).
3	Fort Wayne, Ind	Indiana School for Feeble-Minded Youth.	Alexander Johnson	1	9	9	30	281	205	23	21	Laundry (25), shoemaking (17), tailoring (10), dressmaking (15), domestic and kitchen (16), mattress making (6), greenhouse (2), farm (14).
4	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	F. M. Powell, M. D.	6	12	10	17	247	223	24	10	Shoemaking (8), woodwork (7), farming (20).
5	Winfield, Kans	State School for Idiots and Imbecile Youth.†	C. K. Wiles	....	3	26	6	59	44	21	34	Shoemaking (14), sewing (12).
6	Frankfort, Ky	Kentucky Institution for the Education and Training of Feeble-Minded Youth.	John Q. A. Stewart	2	6	3	5	80	76	0	156	Carpentry (6), shoemaking (29), broom and mattress making, etc. (12).
7	Waverley, Mass	Massachusetts School for the Feeble-Minded.	Walter E. Fernold	3	8	6	58	290	209	55	0	Every able-bodied child receives regular and systematic training in industrial work, washing, ironing, housework and sewing, farming, carpentry, painting, printing, etc.
8	Faribault, Minn	Minnesota School for Feeble-Minded.	Arthur C. Rogers	2	9	3	52	178	174	25	54	Brush making (45), brass work (4), scroll work (3), woodwork (4), hammock making (5), machine sewing (36), hand sewing (64), crocheting (29), lace making (25), knitting (14).
9	Beatrice, Nebr	Nebraska Institution for Feeble-Minded Youth.†	J. T. Armstrong	1	4	2	9	95	51	.....	0	
10	Vineland, N. J	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap, M. D.	....	5	.....	5	0	74	12	5	Sewing (10), washing and ironing (30), cooking (6), general housework (8).

11	.....do	The New Jersey Home for the Education and Care of Feeble-Minded Children.	S. Oliver Garrison	....	6	7	31	134	51	.....	.....	Wood carving (8), dressmaking (6), tailoring (3), shoemaking (10), knitting (2), laundry, farming.
12	Newark, N. J	Newark State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear	0	1	5	34	0	395	0	.....	Sewing (100). Other inmates are engaged in crocheting, mending, laundry, and all household employment.
13	New York, N. Y.....	School for Feeble-Minded.....	M. C. Dunphy	0	3	6	6	102	73	40	132	Sewing (34), washing (12), ironing (12), carpentry (3), tailoring (5), shoemaking (3), tinsmithing (3), mat making (15), basket making and cane seating (2), gardening (28).
14	Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D	1	12	10	38	294	274	65	18	Laundry (16), carpentry (2), shoemaking (7), baking (1), tailoring (5).
15	Columbus, Ohio	Ohio Institution for Feeble-Minded Youth.	G. A. Doren, M. D	2	21	13	40	593	375	968	251	Woodworking (4), farming and gardening (40), shoemaking (11), tailoring (15), sewing (18), housework (46), other trades (18).
16	Elwyn, Pa	Pennsylvania Training School for Feeble-Minded Children. *	Isaac N. Kerlin, M. D.	1	25	.....	.....	535	347	80	52	Woodworking (10), farming and gardening (12), shoemaking (8), tailoring (7), sewing (20), housework (25), other trades (4).
17	Vancouver, Wash	Washington School for Defective Youth.	James Watson	0	2	0	4	14	12	.....	0	Printing (1).

* From 1891–92. † From 1890–91. *a* All school grade.

TABLE 40.—*Statistics of State institutions for the feeble-minded, 1892–93.*

	Name.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
					State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8
1	California Home for the Care and Training of Feeble-Minded Children*	.....	.....	$325,000	$99,141	.....	$56,639	$42,502
2	Illinois Asylum for Feeble-Minded Children	595	$250	254,985	80,896	.....	3,588	89,965
3	Indiana School for Feeble-Minded Youth	800	.....	285,000	79,206	$2,475	.....	80,993
4	Iowa Institution for Feeble-Minded Children	200	.....	200,000	92,200	.....	15,000	77,200
5	State School for Idiots and Imbecile Youth†	25	10	350,000	21,175	.....	.....	18,331
6	The Kentucky Institution for the Education and Training of Feeble-Minded Children.	250	0	60,000	38,899	0	0	34,083
7	Massachusetts School for the Feeble-Minded	300	300	252,025	25,000	46,184	0	66,036
8	Minnesota School for Feeble-Minded	100	998	184,858	57,650	0	8,243	23,679
9	Nebraska Institution for Feeble-Minded Youth†	20	200	86,000	36,038	.....	.....	34,500
10	New Jersey State Institution for Feeble-Minded Women	300	.....	.....	25,000	.....	.....	17,020
11	The New Jersey Home for the Education and Care of Feeble-Minded Children	450	.....	70,000	.....	38,936	7,500	12,200
12	New York State Custodial Asylum for Feeble-Minded Women	90	0	133,675	45,000	.....	863	44,137
13	School for Feeble-Minded	.....	.....	.....	.....	.....	.....	.....
14	Syracuse State Institution for Feeble-Minded Children	350	200	419,827	128,527	.....	20,789	96,778
15	Ohio Institution for Feeble-Minded Youth	1051	.....	685,555	200,127	9,221	.....	129,266
16	Pennsylvania Training School for Feeble-Minded Children*	800	.....	555,595	147,017	.....	48,879	45,689
17	Washington School for Defective Youth	0	0	20,000	.....	.....	.....	.....

* From 1891–92.

† From 1890–91.

TABLE 41.—*Summary of statistics of private schools for the feeble-minded, 1892–93.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Value of grounds and buildings.
		Male.	Female.	Total.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Industrial department.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	10	9	37	46	40	53	234	153	387	119	169	108	$170,000
North Atlantic Division	8	6	30	36	31	46	172	125	297	67	111	84	85,000
Massachusetts	3	2	10	12	21	23	51	20	71	16	30	.....	.....
Connecticut	1	2	3	5	2	12	85	55	140	39	40	31	75,000
New York	2	1	8	9	2	3	25	25	50	10	30	9	.....
New Jersey	2	1	9	10	6	8	11	25	36	12	11	44	10,000
South Atlantic Division	1	2	3	5	4	2	27	6	33	12	1	24	.....
Maryland	1	2	3	5	4	2	27	6	33	12	1	24	.....
North Central Division	1	1	4	5	5	5	35	22	57	40	57	.....	.....
Michigan	1	1	4	5	5	5	35	22	57	40	57	.....	.....

TABLE 42.—*Statistics of private schools for the feeble-minded, 1892-93.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Industrial department.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	State, county, or municipal appropriations.	Expenditures for support.
				Male.	Female.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	Kindergarten.	Music.	Trades and number pursuing.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Lakeville, Conn	Connecticut School for Imbeciles.	Dr. Geo. H. Knight	2	3	2	12	85	55	39	40	Farming (3), housework (4).	.....	.....	$75,000	$28,054	$28,054
2	Ellicott City, Md	Font Hill Private Institution for Feeble-Minded and Epileptic Children.	Samuel J. Ford, M. D.	2	3	4	2	27	6	12	1	Housework (16), torchon lace (8).	400	.....	.....	.....	.....
3	Amherst, Mass	Home School for Nervous and Delicate Children.	Mrs. W. D. Herrick	1	3	1	3	11	3	6	3	.....	.....	.....	.....	.....	.....
4	Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	C. W. Brown, G. W. Brown.	1	5	16	20	38	15	10	27	.....	.....	.....	.....	.....	.....
5	Fayville, Mass	Hillside School for Backward and Feeble Children.	Madames Knight and Green.	...	2	4	....	2	2	....	....	.....	300	.....	.....	.....	.....
6	Kalamazoo, Mich	Wilbur Home and School for Feeble-Minded.	Dr. C. T. Miller	1	4	5	5	35	22	40	57	.....	.....	.....	.....	.....	.....
7	Cranbury, N. J	Our Private Home and School for Enfeebled Minds.	Rev. C. F. Garrison	1	3	4	3	6	13	6	6	Housework (1), laundry (2), farming (1), carpenter (1), sewing (2).	500	.....	10,000	.....	.....
8	Haddonfield, N. J	Haddonfield Training School	Margaret Bancroft, Jean W. Cox.	0	6	2	5	5	12	6	5	Lacemaking (1), weaving (2), sewing (8), knitting (6), hammocks (2), clay (14), sloyd (4), wood carving (1).	500	$100	.....	.....	.....
9	Amityville, N. Y	Brunswick Home for Idiotic, Epileptic, Paralytic, and Feeble-Minded Children.	S. R. Williams	...	1	....	2	12	18	....	30	.....	.....	.....	.....	.....	300
10	New York (325 W. 58th st.), N. Y.	Seguin Physiological School for Children of Arrested Development.	Mrs. Elsie M. Seguin.	1	7	2	1	13	7	10	0	Woodwork (4)	.....	.....	.....	.....	.....

TABLE 43.—*Summary of statistics of reform schools for 1892–93.*

Division and State.	Number of institutions.	Number of assistants.	Inmates.													Number taught trades.	Value of grounds and buildings.	Expenditures.	
			Sex.			Race.		Nativity.		Illiteracy.		During year.		School.					
			Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Teachers.	Pupils.			Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States	85	1,521	18,132	4,879	23,011	15,826	2,860	7,568	5,956	3,438	3,274	11,209	9,521	430	16,330	6,232	$14,497,484	$772,846	$3,013,412
North Atlantic Division	37	705	10,790	1,874	12,664	7,793	971	2,368	3,515	1,570	1,009	5,693	5,334	202	7,667	2,811	8,174,563	207,351	1,725,561
Maine	2	24	122	375	497	180	2	288	87	187	188	52	43	6	152	.....	135,000	7,348	30,590
New Hampshire	1	8	96	14	110	110	2	12	97	70	15	50	38	3	110	110	100,000	10,000	15,000
Vermont	2	20	175	25	200	182	8	110	90	105	51	334	318	4	120	39	160,000	2,000	22,466
Massachusetts	13	65	1,551	142	1,693	620	53	140	532	129	50	606	499	26	673	24	444,023	37,827	102,913
Rhode Island	2	4	250	21	271	237	34	41	230	8	10	208	190	6	271	60	235,000	376	46,363
Connecticut	2	47	440	223	663	183	40	133	90	19	43	45	59	5	223	.....	200,000	3,464	40,618
New York	8	249	6,040	656	6,696	4,145	321	941	1,830	547	310	2,978	2,811	115	3,949	1,777	4,154,809	76,546	1,082,965
New Jersey	3	58	523	131	654	557	97	102	96	8	7	160	231	9	403	.....	194,090	4,451	63,840
Pennsylvania	4	230	1,593	287	1,880	1,579	414	601	480	497	335	1,260	1,145	28	1,766	801	2,551,641	65,339	320,776
South Atlantic Division	10	122	1,600	171	1,771	949	822	1,344	260	455	448	568	401	42	1,745	1,111	1,149,200	34,051	173,920
Delaware	1	7	50	0	50	28	22	45	5	.....	8	15	23	1	50	0	40,400	2,689	2,912
Maryland	6	74	1,165	171	1,336	684	652	945	224	363	366	424	264	30	1,311	987	825,000	22,062	106,899
District of Columbia	1	31	208	0	208	80	128	180	28	60	25	81	85	6	208	52	250,000	.....	40,250
Virginia	1	5	84	0	84	84	0	84	0	7	29	48	29	2	84	42	13,800	9,300	7,359
West Virginia	1	5	93	0	93	73	20	90	3	25	20	.....	.....	3	93	30	20,000	.....	16,500
South Central Division	5	69	821	271	1,092	810	292	799	162	161	242	891	459	16	552	76	575,000	14,000	108,910
Kentucky	2	46	240	237	477	403	74	347	130	64	90	287	46	4	60	.....	350,000	.....	33,000
Tennessee	1	1	270	34	304	279	25	267	3	55	40	162	44	9	300	50	150,000	4,000	42,000
Texas	1	21	204	0	204	99	115	185	29	42	112	208	145	2	85	26	75,000	10,000	24,260
Louisiana	1	1	107	0	107	29	78	.....	.....	.....	.....	234	224	1	107	0	.....	.....	9,647

TABLE 43.—*Summary of statistics of reform schools for 1892–93*—Continued.

Division and State.	Number of institutions.	Number of assistants.	Inmates.													Number taught trades.	Value of grounds and buildings.	Expenditures.	
			Sex.			Race.		Nativity.		Illiteracy.		During year.		School.				Buildings and improvements.	For support.
			Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Teachers.	Pupils.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
North Central Division	27	561	4,356	2,496	6,852	5,697	741	2,784	1,630	1,141	752	3,546	3,145	147	5,737	1,918	$3,742,484	$284,612	$881,320
Ohio	2	106	711	298	1,009	884	125	661	50	16	19	618	626	23	1,009	200	225,000	24,599	133,990
Indiana	2	15	472	148	620	538	85	132	12	363	177	192	238	7	472	205	200,000	15,945	94,457
Illinois	4	45	562	285	847	611	182	243	217	66	55	538	256	10	627	184	518,855	63,312	107,752
Michigan	4	62	326	1,037	1,363	1,037	83	559	368	184	104	744	682	26	856	682	680,870	15,180	120,544
Wisconsin	3	83	547	228	775	654	21	70	269	0	14	343	412	16	561	174	402,734	3,700	48,979
Minnesota	2	66	414	33	447	434	13	108	208	79	42	184	179	10	426	75	763,343	112,352	178,332
Iowa	2	50	425	138	563	497	64	366	197	250	235	150	58	12	563	120	270,000	32,625	59,873
Missouri	3	51	401	141	542	443	99	335	216	67	52	304	258	26	523	190	302,500	5,000	21,107
South Dakota	1	13	64	18	82	60	4	48	34	56	26	18	24	3	82	20	50,000	3,500	14,800
Nebraska	2	35	214	76	290	274	16	30	46	8	10	143	135	8	296	40	196,202	8,399	58,456
Kansas	2	35	220	94	314	265	49	232	73	52	18	222	277	6	314	28	133,000	.....	43,030
Western Division	6	64	555	67	632	577	34	273	389	111	54	511	182	23	629	316	856,237	232,832	123,701
Montana	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27,000	25,000	.....
Colorado	1	17	165	0	165	144	21	100	68	83	40	117	105	4	165	21	75,000	13,000	36,000
Washington	1	12	112	20	132	106	5	.....	.....	7	4	66	23	4	132	33	41,000	10,832	19,402
Oregon	1	12	72	0	72	71	1	50	22	20	10	49	45	2	72	72	125,000	39,000	18,000
California	2	23	216	47	263	256	7	123	102	1	.....	190	9	13	260	190	588,237	145,000	50,239

TABLE 44.—*Statistics of*

	Post-office.	Name.	Executive officer.
	1	2	3
1	Ione, Cal	Preston School of Industry	E. Carl Bank
2	Whittier, Cal	Whittier Reform School for Juvenile Offenders.*	Walter Lindley, M. D
3	Golden, Colo	State Industrial School*	Dorus R. Hatch
4	Meriden, Conn	Connecticut School for Boys	Geo. E. Howe
5	Middletown, Conn	Connecticut School for Girls	Wm. G. Fairbank
6	Wilmington, Del	Ferris Industrial School	H. E. Haines
7	Washington, D. C	Reform School of the District of Columbia	G. A. Shallenberger
8	Chicago, Ill	Ewing Women's Refuge of Reform	Mrs. Helen M. Woods
9	Glenwood, Ill	Illinois School of Agriculture and Manual Training for Boys.	Mrs. Ursula L. Harrison
10	Pontiac, Ill	Illinois State Reformatory*	B. F. Streets
11	South Evanston, Ill	Illinois Industrial School for Girls	Miss Fannie Morgan
12	Indianapolis, Ind	Indiana Reform School for Girls and Woman's Prison.	Sarah F. Keely
13	Plainfield, Ind	Indiana Reform School for Boys	T. J. Charlton
14	Mitchellville, Iowa	Iowa Industrial School*	C. C. Cory
15	Eldora, Iowa	do	B. J. Miles
16	Beloit, Kans	Industrial School for Girls	Tammie Hahn
17	North Topeka, Kans	Kansas State Reform School*	N. E. Fagan
18	Louisville, Ky	Louisville Industrial School of Reform*	Peter Caldwell
19	Newport, Ky	House of the Good Shepherd	Mother M. of St. Scholastica
20	New Orleans, La	Boys' House of Refuge	W. C. Staunton
21	Hallowell, Me	Maine Industrial School for Girls	E. Rowell
22	Portland, Me	The State Reform School	J. R. Farrington
23	Baltimore, Md	House of Refuge	R. J. Kirkwood
24	do	Female House of Refuge	W. K. Bibb
25	Cheltenham, Md	House of Reformation	John W. Horn
26	Carroll Station, Md	St. Mary's Industrial School for Boys of the City of Baltimore.	Brother Dominic
27	Cheltenham, Md	House of Reformation*	J. W. Horn
28	Melvale, Md	The Industrial Home for Colored Girls*	Mrs. Hannah F. Whittemore
29	Boston, Mass	New England Home for Little Wanderers.	Rev. V. A. Cooper
30	Concord Junction, Mass	The Massachusetts Reformatory*	Joseph F. Scott
31	Deer Island, Boston, Mass.	House of Reformation	Jas. R. Gerrish
32	do	Truant School	Jas. R. Gerrish
33	Lancaster, Mass	State Industrial School for Girls	S. L. Brackett
34	Lawrence, Mass	Essex County Truant School	H. E. Swan
35	Lowell, Mass	Lowell Reform School	Cornelius E. Collins
36	North Cambridge, Mass	Cambridge Truant School	Martin L. Eldridge
37	Oakdale, Mass	Worcester County Truant School	F. L. Johnson
38	Salem, Mass	Plummer Farm School	Charles A. Johnson
39	Springfield, Mass	Hampden County Truant School	Frank H. King
40	Walpole, Mass	Norfolk, Bristol, and Union Truant School.*	Aaron R. Morse
41	Westboro, Mass	Lyman School for Boys	T. F. Chapen
42	Adrian, Mich	State Industrial Home for Girls	Lucy M. Sickles
43	Detroit, Mich	St. Joseph's School, Convent of the Good Shepherd.	Mother M. of St. Stanislaus
44	Ionia, Mich	State House of Correction and Reformatory.	E. Parsell
45	Lansing, Mich	Industrial School for Boys	J. E. St. John
46	Red Wing, Minn	Minnesota State Reform School	J. W. Brown
47	St. Cloud, Minn	Minnesota State Reformatory*	D. E. Myers
48	Booneville, Mo	Missouri Reform School for Boys	Lyman D. Drake
49	Chillicothe, Mo	State Industrial Home for Girls	Edward M. Gilbert
50	St. Louis, Mo	House of Refuge	Henry Guibor
51	Miles City, Mont	Montana State Reform School	

* From 1891-92.

reform schools for 1892–93.

Number of assistants.	Inmates.															Value of grounds and buildings.	Expenditures.		
	Sex.		Race.		Nativity.		Illiteracy.		Average of inmates.	During year.		School.			Number taught manufacturing or mechanical trade.		Buildings and improvements.	For support.	
	Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Can neither read nor write.		Committed.	Discharged.	Number of teachers.	Hours of daily session.	Number of pupils.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	$300,000	$145,000	.....	1
20	216	47	256	7	123	102	1	....	14	272	9	13	3	260	190	288,237	.....	$50,299	2
17	165	0	144	21	100	65	83	40	12	117	105	4	4	165	21	75,000	13,000	36,000	3
20	440	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
27	0	223	183	40	133	90	19	43	16	45	59	5	4	223	.....	200,000	3,464	40,648	5
7	50	0	28	22	45	5	....	8	16	15	23	1	6	50	0	40,400	2,689	2,912	6
31	208	0	80	128	180	28	60	25	14	81	85	6	4	208	52	250,000	.....	40,250	7
7	0	141	125	16	41	82	8	....	16	141	119	2	4	65	.....	85,000	1,030	11,637	8
30	225	0	215	10	.....	.....	.....	.....	12	234	237	....	5½	225	70	189,615	38,381	24,116	9
1	337	0	271	66	202	135	58	55	....	163	....	8	4	337	114	244,240	23,901	71,999	10
7	0	144	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11
15	0	148	142	6	132	12	33	45	13	45	52	2	4	.....	30	200,000	7,391	32,610	12
....	472	0	393	79	.....	.....	330	132	14	147	186	5	4⅓	472	175	.....	8,554	61,847	13
16	0	138	122	14	125	13	40	25	14	48	30	2	7	138	0	70,000	8,625	17,033	14
34	425	0	375	50	241	184	210	210	15	102	28	10	4	425	120	200,000	24,000	42,840	15
7	0	94	87	7	67	18	38	.....	....	28	28	2	5	94	.....	.....	.....	14,350	16
28	220	0	178	42	165	55	14	18	16	194	149	4	4½	220	28	133,000	0	28,680	17
24	240	77	243	74	247	70	40	50	....	271	36	.....	.....	.....	.....	350,000	.....	33,000	18
22	0	160	160	0	100	60	24	40	....	16	10	4	6	60	.....	.....	.....	.....	19
1	107	0	29	78	.....	.....	.....	.....	13	234	224	1	5½	107	0	.....	.....	9,647	20
6	0	375	60	0	288	87	187	188	16	16	15	2	....	30	.....	35,000	614	8,364	21
18	122	0	120	2	.....	.....	.....	.....	14	36	28	4	4	122	.....	100,000	6,734	22,226	22
21	192	0	192	0	124	68	5	25	16	61	85	6	4	189	180	200,000	5,725	35,918	23
6	0	67	67	0	40	27	50	17	....	21	22	1	3½	50	.....	.....	.....	.....	24
16	272	0	0	272	272	0	110	162	11	49	27	5	4⅓	270	151	200,000	2,000	24,000	25
12	425	0	425	0	129	129	36	12	14	157	....	10	3½	422	320	200,000	5,269	17,413	26
16	276	0	0	276	276	0	141	135	12	106	98	5	4⅓	276	276	200,000	2,100	21,414	27
3	0	104	0	104	104	0	21	15	....	30	32	3	4	104	60	25,000	6,968	8,154	28
1	70	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	5	95	.....	.....	.....	.....	29
....	882	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30
4	71	0	68	3	8	63	5	16	13½	64	43	1	4¼	60	12	.....	.....	1,780	31
....	90	0	89	1	14	76	6	13	....	133	92	2	4⅓	90	.....	.....	.....	1,960	32
....	0	112	47	30	12	65	66	5	15	77	47	4	3⅓	95	0	59,723	18,000	19,857	33
7	43	0	42	1	3	41	6	2	12	19	21	1	4	43	0	20,000	1,600	4,712	34
2	37	0	37	0	12	25	0	0	12	61	60	2	5	37	0	.....	.....	.....	35
2	15	0	15	0	4	11	3	1	12	18	18	1	4	.....	.....	.....	.....	1,235	36
1	34	5	39	....	4	25	....	....	9	39	20	1	5	39	.....	.....	.....	7,987	37
3	30	0	30	0	16	14	10	4	13	11	17	1	4	30	12	20,000	600	5,400	38
1	9	0	9	0	1	8	7	2	12	9	13	1	4½	9	0	16,000	.....	6,711	39
3	32	0	30	2	6	26	26	6	12	35	38	1	5	32	0	19,000	6,000	7,500	40
41	238	0	222	16	60	178	....	1	15	140	130	11	4½	238	.....	309,300	11,627	53,758	41
26	0	281	265	16	175	111	54	53	15	87	96	3	6	198	.....	133,639	11,040	30,161	42
1	0	45	45	0	0	45	30	1	14	....	....	3	4	35	37	.....	.....	.....	43
1	327	0	287	34	209	112	100	50	24	338	310	9	2	150	139	337,061	1,640	*a* 27,243	44
34	473	0	440	33	175	100	0	0	15	329	276	11	4½	473	225	210,170	2,500	63,140	45
35	283	33	306	10	108	208	78	31	14	104	91	6	4	316	.....	350,000	10,000	52,990	46
31	131	0	128	3	.....	.....	1	11	....	80	88	4	2	110	75	413,343	102,252	125,342	47
17	176	0	140	36	128	48	60	42	15	86	74	17	4	176	40	60,000	3,000	8,500	48
4	0	57	54	3	48	9	7	10	13	28	4	2	6	57	0	42,500	0	8,707	49
30	225	84	249	60	160	159	....	....	13	190	180	7	4	280	150	200,000	2,000	39,000	50
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27,000	25,000	.....	51

a This amount does not include salaries.

TABLE 44.—*Statistics of*

	Post-office.	Name.	Executive officer.
	1	2	3
52	Geneva, Nebr	Girls' Industrial School for Juvenile Delinquents.	James D. McKelvey
53	Kearney, Nebr	State Industrial School for Juvenile Offenders (boys).	John T. Mallaline
54	Manchester, N. H	State Industrial School	John C. Ray
55	Jamesburg, N. J	New Jersey State Reform School*	Ira Otterson
56	Trenton, N. J	State Industrial School for Girls	Mrs. Mary A. McFadden
57	Verona, N. J	Newark City Home	C. M. Hamson
58	Brooklyn, N. Y	Brooklyn Truant Home	Patrick H. Corrigan
59	Canaan Four Corners, N. Y.	Burham Industrial School	John Dooly
60	Elmira, N. Y	New York State Reformatory at Elmira	Z. R. Brockway
61	Hudson, N. Y	House of Refuge for Women *	Sarah V. Coon
62	New York (Station L), N. Y.	New York House of Refuge	O. W. Lowry
63	New York (Station M), N. Y.	New York Juvenile Asylum	Elisha M. Carpenter
64	Rochester, N. Y	State Industrial School	Vincent M. Masten
65	West Chester, N. Y	The New York Catholic Protectory	Rev. Bro. Leontine
66	Delaware, Ohio	Girls' Industrial Home*	A. W. Stiles
67	Lancaster, Ohio	Boys' Industrial School	David M. Barrett
68	Salem, Oreg	Oregon State Reform School	R. J. Hendricks
69	Glenn Mills, Pa	House of Refuge	F. H. Nibecker
70	Huntingdon, Pa	Pennsylvania Industrial Reformatory at Huntingdon.*	T. B. Patton
71	Morganza, Pa	Pennsylvania Reform School	J. A. Quay
72	Philadelphia, Pa	House of Refuge for Girls	Mary A. Campton
73	Howard, R. I	Oaklawn School	Mrs. R. S. Butterworth
74	do	Sockanosset School	W. W. Murry
75	Plankinton, S. Dak	South Dakota State Industrial School	C. W. Ainsworth
76	Nashville, Tenn	Tennessee Industrial School*	W. C. Kilvington
77	Gatesville, Tex	Texas House of Correction and Reformatory.	J. F. McGuire
78	Rutland, Vt	Vermont House of Correction*	G. N. Eayres
79	Vergennes, Vt	Vermont Reform School	S. A. Andrews
80	Glen Allen, Va	Prison Association of Virginia (Industrial School).	William C. Sampson
81	Chehalis, Wash	Washington State Reform School	Thomas P. Westindorf
82	Pruntytown, W. Va	West Virginia Reform School	C. C. Showalter
83	Milwaukee, Wis	Wisconsin Industrial School for Girls	S. E. Pierce
84	Sparta, Wis	State Public School for Dependent and Neglected Children.	F. L. Sanborn
85	Waukesha, Wis	Wisconsin Industrial School for Boys	M. J. Regan

*From 1891-92.

reform schools for 1892–93—Continued.

Number of assistants.	Inmates.																Value of grounds and buildings.	Expenditures.		
	Sex.		Race.		Nativity.		Illiteracy.		Average of inmates.	During year.		School.								
	Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Can neither read nor write.		Committed.	Discharged.	Number of teachers.	Hours of daily session.	Number of pupils.	Number taught manufacturing or mechanical trade.		Buildings and improvements.	For support.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
10	0	76	69	7	30	46	8	10	14	33	32	2	4	76	.....	46,202	8,149	16,756	52
25	214	0	205	9	....	....	....	....	14	110	103	6	5	214	40	150,000	250	41,700	53
8	96	14	110	2	12	97	70	15	14	50	38	3	6	110	110	100,000	10,000	15,000	54
38	329	0	283	46	40	55	....	....	....	136	219	7	3½	300	50	150,000	3,336	52,654	55
7	0	103	84	19	62	41	8	7	15	24	12	2	3	103	.....	44,090	1,115	11,186	56
13	194	28	190	32	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	57
5	355	0	351	4	3	305	110	80	12	355	270	3	5	.....	0	115,000	2,370	21,508	58
15	40	0	40	1	30	10	3	0	....	....	....	2	6	37	5	65,000	12,000	9,000	59
....	1,440	0	1374	66	....	....	....	....	....	651	501	25	....	1,336	1,200	1,457,971	17,315	215,224	60
24	0	288	271	17	20	268	20	13	19	73	62	3	5	240	0	165,000	1,096	53,904	61
36	482	59	451	90	86	232	89	92	14	356	315	16	4	541	.....	535,000	8,047	113,054	62
70	819	184	900	103	300	703	200	100	11	500	567	18	5	1,003	0	500,000	.....	123,000	63
46	667	125	752	40	502	312	125	25	....	394	403	24	4¼	792	572	476,808	26,500	267,536	64
53	2,237	....	....	....	....	....	....	....	12	669	693	....	....	.....	.....	840,030	9,218	279,739	65
41	0	298	251	47	....	....	16	19	14	91	84	8	4½	298	.....	225,000	6,599	40,581	66
65	711	0	633	78	661	50	....	....	14	527	542	15	8	711	200	.....	18,000	93,409	67
12	72	0	71	1	50	22	20	10	14	49	45	2	4	72	72	125,000	39,000	18,000	68
75	678	0	516	162	382	296	78	164	....	379	263	9	7	678	600	750,000	6,208	145,774	69
80	572	0	496	86	....	....	374	58	19	572	541	7	2	458	201	1,000,000	45,000	175,000	70
60	343	130	410	63	119	135	....	96	14	254	275	8	5	473	.....	607,641	14,131	89,537	71
15	0	157	103	54	100	57	45	25	15	55	66	4	3	157	.....	200,000	.....	.....	72
4	0	21	17	4	14	7	8	10	14	12	19	1	3	21	.....	35,000	.....	4,200	73
....	250	0	220	30	27	223	....	....	....	196	171	5	5	250	60	200,000	376	42,163	74
13	64	18	60	4	48	34	56	26	13	18	24	3	4	82	20	50,000	3,500	14,800	75
1	270	34	279	25	267	3	55	40	....	162	44	9	4	300	50	150,000	4,000	42,000	76
21	204	0	99	115	185	29	42	112	....	208	145	2	8	85	26	75,000	10,000	24,260	77
5	89	11	90	10	40	60	17	20	37	305	298	1	1½	20	.....	60,000	.....	9,441	78
15	86	14	92	8	70	30	88	88	14	29	20	3	1½	100	39	100,000	2,000	13,025	79
5	84	0	84	0	84	0	7	29	24	48	29	2	4	84	42	13,800	9,300	7,359	80
12	112	20	106	5	....	....	7	4	13	66	23	4	3½	132	33	41,000	10,832	19,402	81
5	93	0	73	20	90	3	25	20	....	....	....	3	3½	93	30	20,000	.....	16,500	82
22	33	177	204	6	....	....	....	....	....	....	....	....	....	....	....	68,380	.....	.....	83
13	178	51	119	10	....	....	....	....	....	160	219	6	6	225	.....	113,735	700	30,415	84
48	336	0	331	5	70	269	0	14	14	183	193	10	9½	336	174	220,619	3,000	18,564	85

TABLE 45.—*Statistics of public elementary*

	Countries.	Date of reports.	Enrolment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
1	Austria-Hungary	1891	.....	.....	5,348,027	13	.....	87.5	.....	.....	90.034
2	Austria	1891	.....	.....	3,156,618	13.2	.....	90	.....	.....	63,159
3	Hungary	1891	1,171,467	989,942	2,191,409	12.6	.....	85	.....	.....	26,875
4	Belgium	1890	335,039	281,002	616,041	10.24	.....	.....	6,627	5,168	11,795
5	Bulgaria	1890	129,777	42,206	171,983	5.45	.....	.....	.....	.....	.....
6	Denmark	.....	.....	.....	231,940	10.61	.....	.....	.....	.....	.....
7	France	1892	.....	.....	*a*5,556,470	14.58	.....	.....	.....	.....	*b*142,660
8	Germany *c*	1891	.....	.....	9,177,025	18.6	.....	(*d*)	.....	.....	146,317
9	Alsace-Lorraine.	1891	.....	.....	229,628	14	.....	(*d*)	2,703	2,303	5,006
10	Anhalt	1891	22,673	22,549	45,222	16.6	.....	(*d*)	897	93	980
11	Baden	1891	160,222	160,422	320,644	19.2	.....	(*d*)	.....	.....	5,503
12	Bavaria (kingdom).	1891	544,493	598,167	1,142,660	20.4	.....	(*d*)	17,684	6,006	23,690
13	Bremen (free city).	1891	15,317	15,400	30,717	17	.....	(*d*)	572	249	821
14	Brunswick	1891	34,671	34,329	69,000	17	.....	(*d*)	1,049	.....	1,049
15	Hamburg (free city).	1891	45,482	48,339	93,821	15	.....	(*d*)	1,671	1,319	2,990
16	Hessia	1891	94,572	98,240	192,812	19.4	.....	(*d*)	2,467	324	2,791
17	Lippe	1891	12,061	11,474	23,535	18.3	.....	(*d*)	.....	.....	473
18	Lubeck (free city).	1891	5,471	5,803	11,274	15	.....	(*d*)	170	114	284
19	Mecklenburg-Schwerin.	1891	43,692	41,142	84,834	14.6	.....	(*d*)	1,912	145	2,057
20	Mecklenburg-Strelitz.	1891	7,726	7,583	15,309	16	.....	(*d*)	355	.....	355
21	Oldenburg	1891	30,556	29,851	60,407	17	.....	(*d*)	960	.....	960
22	Prussia (kingdom).	1891	2,900,311	2,700,310	5,600,621	18.8	.....	(*d*)	70,334	10,342	80,676
23	Reuss Jr. Line	1891	9,702	9,801	19,503	17	.....	(*d*)	290	18	308
24	Reuss Sen. Line.	1891	5,417	5,571	10,988	17.5	.....	(*d*)	215	7	222
25	Saxe-Altenburg.	1891	14,439	15,186	29,625	17.3	.....	(*d*)	500	.....	500
26	Saxe-Coburg-Gotha.	1891	16,581	16,922	33,503	16.2	.....	(*d*)	.....	.....	589
27	Saxe-Meiningen.	1891	.....	.....	39,592	17.7	.....	(*d*)	589	.....	589
28	Saxe-Weimar	1891	29,464	29,463	58,927	18.4	.....	(*d*)	863	9	872
29	Saxony (kingdom).	1891	361,614	299,986	661,600	19	.....	(*d*)	7,689	2,413	10,102
30	Schaumburg-Lippe.	1891	3,389	3,369	6,758	17.3	.....	(*d*)	.....	.....	126
31	Schwarzburg-Rudolstadt.	1891	7,380	7,187	14,567	17	.....	(*d*)	.....	.....	263

a Public schools, 4,281,183; private schools, 1,275,287.

b Public schools only.

c The numbers of pupils in some German States in this year's review are smaller than in the list presented last year, because not until this year could all duplication of names be eliminated (elementary and continuation schools). For the first time in the history of this Bureau have returns from all German States been received.

d No exact records of this are kept in central school offices of German States. The average daily attendance in elementary schools is said to be not less than 90 per cent of the enrollment.

education in foreign countries.

Current expenditures.					Population.	Date of census.	Name and title of chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	.....	.....	.....	41,231,342	1890	No imperial office.....	1
.....	.....	.....	.....	*$0.22	23,895,413	1890	Ritter v. Madeysky, minister of public instruction.	2
$4,057,883	$1,338,896	$5,396,779	$2.48	.45	17,335,929	1890	Count A. Csáky, minister of worship and instruction.	3
.....	.....	3,961,383	6.42	.65	6,069,321	1890	M. J. de Burlet, minister of the interior and of instruction. *a*	4
.....	.....	.....	.....	.....	3,154,375	1888	G. Jivkov, minister of public instruction.	5
.....	.....	.....	.....	.....	2,185,335	1890	A. H. F. C. Goos, minister of ecclesiastical affairs and public instruction.	6
.....	.....	632,424,000	7.57	.84	38,095,156	1891	M. Léon Bourgeois, minister of public instruction and fine arts.	7
.....	.....	.....	.....	.....	49,428,470	1890	No imperial office. Each of the 26 States has its own school system.	8
.....	.....	*624,000	2.66	.39	1,603,506	1890	Dr. v. Köller, minister of the interior.	9
.....	.....	332,457	7.13	1.22	271,963	1890	Dir. Teichmüller, superintendent-general.	10
.....	.....	*869,842	2.71	.52	1,657,867	1890	Dr. H. Nokk, minister of justice, worship, and instruction.	11
.....	.....	5,869,573	5.14	1.05	5,594,982	1890	Dr. L. v. Müller, minister of worship and instruction.	12
.....	.....	257,131	8.30	1.43	180,443	1890	Dr. A. Gauli, senator, chief of school council.	13
.....	.....	*294,630	4.27	.73	403,773	1890	C.v. Schmidt-Ghiseldeck, president of consistory.	14
.....	.....	974,273	10.80	1.57	622,530	1890	Dr. J. O. Stammann, senator, chief of school council.	15
.....	.....	1,940,826	10.06	1.95	992,883	1890	Dr. H. Knorr v. Rosenroth, president of department of schools.	16
.....	.....	*68,640	2.91	.54	128,495	1890	G. Steneberg, president of consistory.	17
.....	.....	100,249	8.88	1.31	76,485	1890	Dr. W. H. Brehmer, senator, chief of school council.	18
.....	.....	.....	.....	.....	578,342	1890	J. v. Amsberg, minister of justice, worship, and instruction.	19
.....	.....	.....	.....	.....	97,978	1890	Dr. Piper, president of consistory.	20
.....	.....	496,423	8.20	1.40	354,968	1890	Mutzenbecher, president of Protestant school council.	21
.....	.....	37,966,067	7.32	1.27	29,957,267	1890	Dr. Bosse, minister of worship, instruction, and medical affairs.	22
.....	.....	*68,497	2.91	.57	119,811	1890	Dr. v. Vollert, chief of section of church and school affairs.	23
.....	.....	72,000	6.55	1.15	62,754	1890	H. Gerold, inspector-general of schools.	24
.....	.....	.....	.....	.....	170,864	1890	C. L. Vogel, president of consistory.	25
.....	.....	208,724	6.27	1.01	206,513	1890	E. Anacker, ministerial counselor.	26
246,712	.....	.....	6.23	1.10	223,892	1890	F. Heim, minister of worship and instruction.	27
.....	.....	388,893	6.60	1.20	326,091	1890	Dr. v. Boxberg, counselor of state.	28
3,326,531	1,030,538	4,357,069	6.59	1.24	3,502,684	1890	P. v. Seydewitz, minister of worship and instruction.	29
.....	.....	*29,640	4.37	.78	39,163	1890	Langerfeldt, counselor of state.	30
.....	.....	*71,584	4.91	.83	85,863	1890	Hanthal, counselor of state.	31

* From State only.
a Incumbent at date of the report.
b Public schools only.

TABLE 45.—*Statistics of public elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	Germany *a*—Con'd.										
32	Schwarzburg-Sondershausen.	1891	6,479	6,484	12,963	17.1	.....	(*b*)	.....	.....	264
33	Waldeck-Pyrmont.	1891	5,625	4,815	10,440	18.2	.....	(*b*)	.....	.....	247
34	Würtemberg (kingdom).	1891	179,932	178,143	358,075	17.5	.....	(*b*)	.....	.....	4,609
	Great Britain:										
35	England and Wales.	1891-92	.....	.....	5,037,402	17.13	.....	.....	.....	.....	99,291
36	Scotland	1891-92	.....	.....	681,080	17	.....	.....	.....	.....	13,690
37	Ireland	1891-92	.....	.....	815,922	17.34	.....	.....	.....	.....	12,250
38	Greece	1889	78,815	18,986	97,801	4.47	.....	.....	.....	.....	1,641
39	Italy	1891-92	.....	.....	2,266,593	7.46	.....	.....	20,447	30,372	50,819
40	Netherlands	1891-92	*c*342,414	*c*316,688	*c*659,102	14.25	.....	.....	11,907	4,494	16,401
41	Norway	1889	.....	.....	291,991	14.05	.....	.....	.....	.....	.....
42	Portugal	1887	.....	.....	179,089	3.27	.....	.....	.....	.....	.....
43	Roumania	1891	.....	.....	152,819	2.77	.....	.....	.....	.....	.....
44	Russia	1887	(408,721) 1,456,609	383,236	2,243,566	1.94	.....	.....	.....	.....	.....
45	Finland	1890-91	27,433	22,674	*d* 152,376 50,107	8.65 2.14	39,898	79.54	654	731	1,385
46	Servia	1890-91	58,582	10,533	69,115	3.19	.....	.....	866	555	1,421
47	Spain	1885	886,850	665,584	1,552,434	8.44	1,057,277	68.10	.....	.....	25,271
48	Sweden	1891	.....	.....	692,360	14.41	.....	.....	.....	.....	13,797
49	Switzerland	1891	281,032	268,035	549,067	18.7	.....	87	7,559	3,490	11,049
	British India:										
50	Bengal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	Bombay Presidency.	1891-92	477,031	41,253	518,284	2	413,427	79.76	.....	.....	.....
52	Burmah (upper).	1891-92	.....	.....	*e* 57,034	2	.....	.....	.....	.....	.....
53	Burmah (lower).	1891-92	67,529	14,200	81,729	1.75	.....	.....	.....	.....	.....
54	Mysore	1891-92	.....	.....	75,670	1.12	.....	.....	.....	.....	.....
55	Japan	1891	2,174,273	917,270	3,091,543	7.39	2,334,103	75.49	65,460	4,148	69,608
56	Cape of Good Hope.	1892	.....	.....	*f* 83,254	5.45	.....	.....	.....	.....	.....

a The numbers of pupils in some German States in this year's review are smaller than in the list presented last year, because not until this year could all duplication of names be eliminated (elementary and continuation schools). For the first time in the history of this Bureau have returns from all German States been received.

b No exact records of this are kept in central school offices of German States. The average daily attendance in elementary schools is said to be not less than 90 per cent of the enrollment.

c Includes private schools not aided by Government.

d In ambulatory schools in 1886.

e Also 10,277 pupils in private schools.

f Colony and Territories all ages and all races; white, 22,090; also in private schools, 37,920.

education in foreign countries—Countinued.

Current expenditures.					Population.	Date of census.	Name and title of chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
$60,864	$2,496	*$63,360	$4.90	$0.84	75,510	1890	H. Petersen, minister of state.	32
.....	.....	55,794	5.34	.98	57,281	1890	V. Saldern, counselor of state.	33
*1,100,964	.....	.....	3.90	.60	2,036,522	1890	Dr. v. Sarwey, minister of worship and instruction.	34
.....	.....	a39,919,145	7.92	1.35	29,403,346	1892	Committee of council on education: Lord president for England and Scotland, Right Hon. Earl of Kimberley vice-president for England; Right Hon. A. H. Dyke Acland vice-president for Scotland; Right Hon. Sir G. O. Trevelyan.	35
.....	.....	a6,038,754	8.86	1.50	4,025,647	1891	.....	36
.....	.....	5,294,329	6.48	1.12	4,704,750	1891	Commissioners of national education in Ireland.	37
.....	.....	b 653,274	6.46	.29	2,187,208	1889	M. Kalliphronos, minister of ecclesiastical affairs and public instruction.	38
.....	.....	c12,872,460	5.67	.42	30,347,291	1891	F. Martin, minister of public instruction.	39
3,538,150	.....	5,208,084	7.88	1.12	4,621,744	1891	Dr. J. P. Tak van Poortoliet, minister of the interior.	40
.....	.....	1,399,707	4.79	.69	2,001,000	1891	M. K. Norby, minister of ecclesiastical affairs and public instruction.	41
.....	.....	1,190,465	6.08	.23	4,708,178	1881	F. F. Pinto Costello Branco, minister of the interior.	42
.....	.....	.....	.....	.....	5,500,000	1892	Tasche Jonescu, minister of public instruction and ecclesiastical affairs.	43
.....	.....	.....	.....	.....	115,226,542	1889	M. Delianov, minister of public instruction.	44
.....	.....	308,919	6.16	.13	2,338,404	1889	Dr. L. Lindelöf, director in charge of schools.	45
.....	.....	447,845	6.47	.27	2,162,759	1891	Dr. L. Dokitch, minister of public instruction and ecclesiastical affairs.	46
3,614,156	1,295,325	4,909,481	3.16	.28	17,550,246	1887	S. Moret, minister of "Fomento" (agriculture, commerce, etc.).	47
.....	.....	3,600,000	5.21	.75	4,802,751	1891	Dr. G. F. Gilljam, minister of ecclesiastical affairs.	48
.....	.....	4,821,324	8.78	1.65	2,933,612	1888	No federal office; each Canton has its own school system.	49
.....	.....	.....	.....	.....	.....	.....	.....	50
.....	.....	954,598	1.84	.032	d26,834,305	1891	K. M. Chatfield, director of public instruction.	51
.....	.....	137,120	2.40	.04	2,946,933	1891	John Vansomeren Pope, director of public instruction.	52
.....	.....	338,735	4.14	.07	4,658,627	1891		53
.....	.....	283,772	3.75	.05	4,943,604	1891	H. J. Bhabha, secretary education department	54
5,271,739	1,374,392	7,646,131	2.47	.18	40,453,461	1891	Monyé Ki, minister of state for education.	55
.....	.....	.....	.....	.....	1,527,224	1891	Thomas Muir, superintendent general of education.	56

* From State only.
a For day and night schools.
b In 1892.
c Includes expenditure for normal schools.
d Population covered by the official report.

TABLE 45.—*Statistics of public elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
57	Egypt	1887	.....	.....	*a*200,000	2.90	.....	.....	.....	.....	7,764
58	British Columbia	1892	5,437	5,336	10,773	11.03	6,227	57.80	101	127	228
59	New Brunswick	*b*1892	31,967	28,819	60,786	19	32,946	54.20	.....	.....	.....
60	Nova Scotia	1892	.....	.....	87,189	19.35	52,456	60.16	550	1,773	2,323
61	Ontario	1892	.....	.....	*c*485,670	23	253,830	52	*d*2,770	*d*5,710	*d*8,480
62	Prince Edward Island.	1892	11,995	10,174	22,169	20.32	12,986	58.57	271	267	538
63	Quebec	1892-93	.....	.....	267,202	18	133,183	49.84	.....	.....	.....
64	Newfoundland	1892	.....	.....	25,185	13	.....	.....	.....	.....	577
65	Mexico	1888	393,142	150,835	543,977	4.77	.....	.....	.....	.....	.....
66	Bermuda	1892	.....	.....	1,480	99.78	.....	.....	.....	.....	.....
67	Jamaica	1891-92	.....	.....	83,731	13.08	45,927	54.84	.....	.....	.....
68	Trinidad	1892	.....	.....	18,247	9.12	10,992	60.24	162	135	297
69	Cuba	1889-90	.....	.....	30,994	2.01	.....	.....	.....	.....	.....
70	Costa Rica	1891-92	.....	.....	15,805	6.49	11,492	72.71	.....	.....	477
71	Guatemala	1891	43,919	21,403	65,322	4.47	.....	.....	907	613	1,829
72	Nicaragua	1887	.....	.....	11,914	4.21	.....	.....	.....	.....	.....
73	Salvador	1892	16,663	12,764	29,427	3.78	.....	.....	453	340	793
74	Argentine Republic.	1892	.....	.....	228,439	5.58	.....	.....	.....	.....	6,864
75	Bolivia	1890	17,404	6,840	24,244	1.50	.....	.....	.....	.....	649
76	Brazil	1888-89	.....	.....	207,973	1.48	.....	.....	.....	.....	.....
77	Chile	1891	48,302	47,154	95,456	2.89	64,737	67.81	663	1,248	1,911
78	Colombia	1887-88	46,108	27,092	73,200	1.87	.....	.....	.....	.....	.....
79	Ecuador	1890	.....	.....	52,830	4.07	.....	.....	.....	.....	1,137
80	Paraguay	1891	.....	.....	18,941	5.74	.....	.....	.....	.....	448
81	Peru	1889-90	.....	.....	53,276	1.97	.....	.....	552	258	810
82	Uruguay	1892	25,491	20,462	45,953	6.78	.....	.....	259	620	879
83	Venezuela	1890	.....	.....	100,626	4.39	.....	.....	.....	.....	.....
84	Hawaii	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Includes schools established by the Government, and also those maintained by the foreign population.
b Winter term.
c Includes 37,466 in Roman Catholic separate schools.
d Public schools only.

education in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Name and title of chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	.....	.....	.....	6,817,265	1882	Mohammed Zeki Pasha, minister of public works and instruction.	57
$148,377	.....	$160,628	$15.83	$1.64	97,613	1891	Hon. James Baker, minister of education.	58
.....	.....	.....	.....	.....	321,263	1891	Hon. J. R. Inch, chief superintendent of education.	59
.....	.....	634,101	7.27	1.40	450,396	1891	Hon. A. H. Mackay, superintendent of education.	60
a2,752,629	.....	a3,626,597	a8.08	1.71	2,114,321	1891	Hon. George W. Ross, minister of education.	61
.....	.....	142,468	6.42	1.30	109,078	1891	Hon. D. J. Macleod, chief superintendent of education.	62
.....	.....	2,508,922	9.35	1.68	1,488,535	1891	Hon. Gideon Ouimet superintendent of public instruction.	63
.....	.....	.....	.....	.....	197,934	1891	Hon. James J. Wickham, superintendent of Roman Catholic schools. Hon. George S. Milligan, superintendent of Methodist schools. William Pilot, superintendent of Church of England schools.	64
.....	.....	2,779,130	5.10	.24	11,395,712	1891	J. Garcia Peña, minister of justice and public instruction.	65
.....	.....	6,857	4.63	.45	15,123	1891	George Simpson, clerk to the board of education.	66
.....	.....	192,397	2.29	.30	639,491	1891	Hon. Thomas Capper, inspector of schools.	67
.....	.....	111,292	6.09	.55	200.028	1891	R. Gervase Bushe, inspector of schools.	68
.....	.....	553,335	17.85	.35	1,538,133	.....	.....	69
.....	.....	237,012	14.99	.97	243.205	1892	M. E. Jimenez, minister of foreign affairs, ecclesiastical affairs, public instruction, charities, and justice.	70
.....	.....	.....	.....	.....	1,460,017	1890	L. M. Cabral, minister of public instruction.	71
.....	.....	.....	.....	.....	282,845	1889	J. Bravo, minister of foreign affairs and public instruction.	72
.....	.....	384,000	13.05	.49	777,895	1891	Dr. Esteban Costro, minister of public instruction and charities.	73
.....	.....	10,051,236	43.99	2.45	4,086,492	1887	Dr. E. Costa, minister of justice, ecclesiastical affairs, and public instruction.	74
.....	.....	.....	.....	.....	2,300,000	1888	L. Paz, minister of the interior.	75
.....	.....	.....	.....	.....	14,002,335	1888	Dr. Fernando Lobo, minister of justice and interior.	76
.....	.....	1,305,018	13.67	2.48	3,267,441	1891	F. Pinto, minister of justice and instruction.	77
.....	.....	668,725	9.13	.17	3,878,600	1881	L. Zerda, minister of public instruction.	78
.....	.....	176,325	3.33	.13	1,271,861	.....	R. Espinosa, minister of justice and public instruction.	79
.....	.....	.....	.....	.....	329,645	1887	O. Peña, minister of justice, ecclesiastical affairs, and public instruction.	80
.....	.....	303,581	5.70	.11	2,700,945	1876	M. T. Silva, minister of justice and ecclesiastical affairs.	81
348,566	.....	658,276	14.31	.12	676,955	1889	A. Capurro, minister of agricultural industry, instruction, and public works.	82
.....	.....	363,050	36.29	.15	2,323,527	1891	S. Gandolphy, minister of public instruction.	83
.....	.....	.....	.....	.....	.....	.....	.....	84

a Public schools only.

TABLE 45.—*Statistics of public elementary*

	Countries.	Date of reports.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10	11
85	Mauritius	1892	.....	.....	16,457	4.42	.....	.....	.....	.....	.....
86	New South Wales.	1892	.....	.....	210,641	18.60	132,580	62.94	2,332	2,304	4,636
87	Queensland	1892	.....	.....	70,495	18	45,975	65.21	701	786	1,487
88	South Australia...	1891	.....	.....	47,094	14.69	29,801	63.27	406	700	1,106
89	Victoria	1892	127,786	120,453	248,239	21.76	141,382	56.95	.....	.....	4,977
90	West Australia...	1892	3,025	2,948	5,973	.47	.....	.....	46	96	142
91	New Zealand	1892	.....	.....	122,620	19.56	99,070	80.79	1,356	1,824	3,180
92	Tasmania	1892	11,150	9,509	20,659	14.08	10,654	51.56	209	300	509

education in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Name and title of chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	$81,971	$4.98	$0.22	371,655	1891	D. J. Anderson, superintendent of schools.	85
.....	.....	2,693,746	12.78	2.37	1,132,234	1891	F. B. Suttor, minister of public instruction.	86
.....	.....	997,531	14.15	2.53	393,718	1891	W. Horatio Wilson, secretary for public instruction.	87
.....	.....	451,715	9.59	1.49	320,431	1891	W. Copley, minister of education.	88
.....	.....	3,603,537	14.51	3.15	1,140,405	1891	R. Baker, minister of public instruction.	89
.....	.....	70,503	11.80	1.41	49,782	1891	Hon. Owen P. Stables, secretary of central board of education.	90
.....	.....	1,807,674	14.74	2.88	626,658	1891	Hon. W. P. Reeves, minister of education.	91
.....	.....	133,046	6.44	.90	146,667	1891	Adye Douglas, minister of education.	92

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